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THE CLEANING HOUSE



May

Selection of High-School
STUDENTS TO COLLEGE

By MARL R. DOUGLAS

Vol. 17

What's Wrong with the
FACTORY CORPS?

By GLEN FULTON

No. 9

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Choosing the Teachers' Pets

By CLIFFORD SWENSON

1943

The Teacher Writes to a Wounded Pupil
... Translations from
the German in the English Class-
room ... American Litera-
ture ...

A JOURNAL FOR MODERN
JUNIOR and SENIOR HIGH SCHOOLS

The Clearing House

A journal for modern junior and senior high schools

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

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Admission of High-School Seniors

The arguments pro and con — and conclusions

TO COLLEGE

By HARL R. DOUGLASS

THE DISCUSSION arising out of the recommendation of the Educational Policies Commission that colleges admit superior students with three years of high-school work but who are not high-school graduates has created a great deal of confusion and some misrepresentation. This is a very important question and it deserves most careful consideration and clear thinking. It is the purpose of this article to present clearly the more important considerations pro and con and to state the author's conclusions on this question. A brief review of the more important events may well be in order.

Background

On November 22, 1942, the National Education Association, through its Office of Public Relations, released a statement announcing a recommendation of the Edu-

cational Policies Commission (the policy-making body of the N.E.A. and the American Association of School Administrators) as follows:

We urge that, during the war emergency, selected students who have achieved senior standing in high school and who will, in the judgment of high school and college authorities, profit from a year's college education before they reach selective service age, be admitted to college and, at the end of the successful completion of their freshman year, be granted a diploma of graduation by the high school and full credit for a year's work towards the fulfillment of the requirements for the Bachelor's degree or as preparation for advanced professional education.

This statement was the result of considerable deliberation of the Policies Commission. The Commission is composed of two high-school teachers, three college presidents, five professors of education, five superintendents of schools, one secretary of a state teachers association, the president of the American Council on Education, the secretary of the American Association of School Administrators, the U. S. Commissioner of Education, and the secretary of the Policies Commission, formerly secretary of the Research Division of the N.E.A.

In December the Executive Committee of the National Association of Secondary School Principals met and passed the following resolution and rather naïvely published it under the heading, "Principals Disapprove Admission of 17-Year-Old Boys and Girls to College":

EDITOR'S NOTE: *In this article, Dr. Douglass brings together various conflicting statements that have appeared concerning the wartime question of whether to admit high-school seniors to college, and presents the reasoning on both sides of the argument. The author then states his reactions to the problem, and offers in conclusion a 13-point program recommended by a group of high-school and college representatives who met at Denver, Colo. Dr. Douglass is director of the College of Education, University of Colorado, Boulder, Colo.*

The National Association of Secondary-School Principals recommends that all students in the high school, or secondary school, not immediately subject to the provisions of the Selective Service Act, remain in the high school and complete, if possible, the full wartime program of studies offered by the high school and thereby qualify for graduation from the high school. It believes that the many wartime curriculum offerings of the high school provide for youth not yet eighteen years of age the best preparation and training for future services in the armed forces and for the production of essential wartime materials and foods.

Early in January the Executive Committee of the North Central Association of Colleges and Secondary Schools met in Chicago and formulated a more statesmanlike policy, the more important and pertinent statements of which are quoted:

Unrestricted admission to college of students who have not completed the secondary school program cannot be justified on educational grounds. Most secondary school pupils not immediately subject to the provisions of the Selective Service Act should complete, if possible, the full program of studies offered by the school and thereby qualify for graduation. It is recognized, however, that individual students in some instances may be competent to undertake work at the college level without having fulfilled the usual quantitative requirements for admission to college. This fact has long been recognized but present conditions bring it into sharper focus. Selection of such students should be made on an individual basis through the close cooperation of the appropriate guidance officers of the secondary school and college concerned and should be confined to those advanced students who can demonstrate that they possess the educational achievement, the intellectual ability, and the social maturity essential to such admission.

Colleges accepting accelerated* pupils should make definite provision for their counseling and personal care, for supervised housing, and for an instructional staff which will adapt its teaching procedures to the unique needs of this special group.

Since an accelerated program properly administered will involve relatively few students, the Executive Committee recommends that the college authorities work directly and carefully with the secondary school officials in the selection of such individuals. Any wholesale effort at recruiting such youth can only result in defeating the objectives outlined above.

The Committee recognizes the great importance

of the high school diploma in relation to future opportunities and the problem involved in granting such recognition to accelerated pupils. The Committee recommends that the high school diploma be granted to accelerated students when they demonstrate through appropriate examinations that they possess the intellectual and educational competence usually required of the secondary school graduate. *It is further recommended that, whenever necessary, state authorities be urged to suspend or modify, temporarily at least, regulations which prohibit such action.*

Since that time, there have been certain noticeable tendencies, some of which are not at all encouraging, and some of which seem definitely unsound from the point of view of the interests of education, the interests of the country, or both. Among the more marked developments may be mentioned the following:

1. Some institutions of higher education, principally smaller colleges and teachers colleges, have been actively recruiting non-high-school graduates, and in some instances are none too selective with respect to the ability of the students admitted.
2. Many high-school principals and a smaller number of superintendents of schools have been active in opposing the practice.
3. Some institutions of higher education, including a number of the larger institutions, are deferring action in spite of the belief that the practice is sound, as a cagey way of seeming to "play ball" with the high schools.
4. A few institutions have tended not to accept students accelerated on this basis.
5. A considerably larger number of institutions, including the University of Chicago, the University of Minnesota, the University of Illinois, Stanford University and all five state institutions in Kansas have decided to accept superior students who are not high-school graduates and who may be short in the number of units usually required for entrance.

Favorable Considerations

The principal arguments in favor of the practice of admitting younger bright students who are not high-school graduates are as follows:

1. There is a distinct shortage of men in training for the professions—law, medicine, dentistry, and teaching—and for leadership in business, science, government and other fields; and with the drafting of 18- and 19-

year-olds the shortage is becoming alarmingly greater.

2. By admitting mature and superior 16- or 17-year-old boys to college:

- a. the probability of their going on to college is very much greater;
- b. they will finish college a year earlier and be available for service a year sooner.

3. The senior year of high school is more or less a marking of time for the very bright youngster. He usually is not challenged, does not grow materially in ability to do college work, and is very likely to develop easy going intellectual habits and standards.

4. By attending a year of college, his transition from home and high school to armed service is brought about by two steps and an intermediate year so that he is not compelled to make all of the necessary serious adjustments at one time.

5. The colleges need increased enrolments to offset losses to the armed forces, in order to keep going.

Arguments Against the Proposal

The most important arguments against the practice are:

1. The senior year of high school is as good if not better pre-induction training than the first year in college.

2. To admit these youngsters would weaken their preparation for college.

3. Seventeen-year-olds are too immature for college.

4. A year in college costs more than a year in high school.

5. The high school cannot afford to lose these youngsters and their:

- a. leadership;
- b. funds they bring to the district.

6. The practice would tend to undermine the confidence of students and others in the fourth year of high school in general.

7. The plan is offered only to save the colleges, not to serve youth.

The Author's Reaction

The author of this discussion has studied

this question very carefully. In fact he has been studying for nearly twenty years the practice of admitting to college the more capable students after three years of high school. He is not seriously concerned with protecting the interests of the colleges or of the high schools in the matter of enrolments. From the point of view of the needs of society and the interests of the individual youngster, the great preponderance of argument seems to be in favor of the proposed practice.

Each one of the arguments mentioned previously in favor of the proposal is logical and apparently sound and true. There is not one of them that does not seem to open a very serious question—although the welfare of the college and the magnitude of college enrolments should not be a major consideration. Though no doubt there should be many more junior colleges, there are many small liberal-arts colleges and teachers colleges, the continuance of which is not to be desired.

About one-third of the medical men and dentists have been taken from civilian service. Of those now in college very few will be permitted to enter civilian practice during the war. It is estimated on good authority that probably not more than half of them will ever return to civilian practice. Already medical and dental service is being denied to an increasing proportion of our population and at a time when there is certain to be greater need for more.

After World War I England suffered heavily for lack of leadership, by reason of the fact that the men who should have been her leaders went to war for five years—were killed or injured or were too old to go to college when war was over. England is taking steps not to repeat this blunder. Already more than 70,000 men in the British army and navy have been sent back to college for training for civilian life.

For millions of youth engaged in war or in war industries education has been almost completely suspended. How dangerous this

seems in view of the unusual demands and strains to be put upon American leadership and citizenship in facing the post-war problems of international relations and international economic problems growing out of separating 20 to 25 million men and women from payrolls.

The arguments against the proposal are not nearly so convincing:

1. There should be very little doubt but that the campuses of most universities and larger colleges will constitute by this fall, if they do not do so already, a much more favorable place for developing the morale favorable to service in the armed forces—to say nothing of the courses and physical training available, which are planned and taught especially for boys soon to go into service.

2. Dozens of studies have shown that bright students entering college with less than four years in high school have as a group made superior records in college. A score of universities and colleges including Stanford, Minnesota, Louisville and Buffalo have admitted each year some bright non-high-school graduates. The general report is they make highly satisfactory students.

3. There is no evidence to show that the 17-year-old, or even the 16-year-old, is too immature to enter college. Terman's studies of bright youngsters show rather conclusively that bright boys and girls are mature for their age.¹ In colleges the younger, brighter ones participate in clubs and achieve elective positions in as great proportions as older students.

4. The argument about the greater cost of the year in college is not very pertinent.

¹ An examination of the biographies of the great men of America in the fields of literature, music art, science, and public affairs reveals that a considerable per cent of them entered college at the ages of 17, 16, and 15—some as early as 14. Likewise some of their greatest contributions were made before they were 21, the normal graduating age. One of England's greatest poets, Keats, died before he was 21. It may be that Edison was not entirely wrong when he declared that high schools and colleges were "places for dulling diamonds and polishing brickbats."

The bright children certainly should go to college. Staying a year longer in high school is certain to increase the total cost.

5. It is true that high school will lose some of its student leaders and a little money. This does not seem, however, a very important matter. Perhaps, in view of the manpower shortage, high schools as well as colleges should get along for a while with fewer students until more qualified teachers are available.

Those opposed to admitting superior high-school seniors have said first that the matter should be decided entirely on the basis of what is best for the student. This is not quite true. Schools are not conducted entirely for the benefit of the students. The support of public education by taxation can be justified only on the basis that the schools are conducted for the general welfare of society—of all, future as well as present. On any other basis parents should pay for the education of their children along with their food, clothing and shelter.

It is to be hoped that both college and high-school administrators will take a statesmanlike attitude. Because some sections of labor and big business have taken the "me, I will take care of" or the "the war effort mustn't hurt me" attitude is hardly justification for educational leaders to decide matters of educational policy on the basis of the petty selfish interests of the school or of the college. It is indeed discouraging to see the speed with which some colleges are rushing to exploit the young people in the name of emergency and even more so to witness the sad spectacle of some men in high places in secondary education, attempting to curry favor among high-school administrators by appearing to defend the interests of the high school—even if by sacrificing the far greater interests of the country, of civilization, and of the boys themselves. It is obviously the educational version of "business as usual".

The attempts that have been made to stir up dissension between the colleges and sec-

ondary schools are unworthy of reliable leaders in either the high school or the college field. To confuse the issue by assuming that sending on to college a few of the abler students after three years in high school reflects upon the value of the splendid wartime programs that exist in most of the larger schools is likewise a distinct disservice to education and to the welfare of the country. To say that the proposal has not very important value other than to save the college smacks a bit either of snap judgment or of demagogic propaganda.

Principals should be very positive in several respects in meeting the situation created by those colleges and their representatives who are seeking to recruit mediocre students at the end of their junior year. In the first place they should be very definite in their advice to students of this classification, urging them to remain in high school. Second, they should not recommend to college any students of this classification. Third, they should identify and urge all mature boys who are distinctly above the average in college ability to start college as soon after the completion of their junior year as possible—and to point out to them that it is their duty to serve their country after the war where they can render the best service, and not to lose any time preparing for that service. Fourth, secondary-school administrators should cause those colleges which are attempting to recruit mediocre juniors to feel the lash of sharp disapproval in whatever way may occur to the administrators. These are not times for petty provincialism. These are times for sacrifice for the common good. These are times for deep thinking for the future—not for clannish demagoguery. These are times for educational statements—not for maneuvers.

At a meeting of 30 representatives of Colorado secondary schools and institutions of higher education in Denver on March 13, 1943, the following recommendations were drawn up:

1. Superior students should be recommended to

enter college only after careful consideration of each individual student.

2. Such consideration should include the important factors of maturity and all-around fitness.

3. The guidance program of the secondary school and the college should be so geared as to provide a continuous and interlocking type of guidance especially for accelerated students.

4. Students who have not completed all units required for college and for college entrance should be given a "clean bill of health" and not required to do extra work by reason of their acceleration.

5. A student entering college before completing enough high-school units to graduate should receive high-school credit towards his diploma for work done in college at the rate of one year unit for each 6 semester hours or 9 quarter hours of college credit and be awarded his high-school diploma when he has thereby completed the requirements for graduation.

6. Colleges are urged to accept towards college entrance, at least during the emergency:

a. one unit in a foreign language and any half units completed beyond one unit in the same language

b. any half unit in the physical sciences

c. any half unit in mathematics beyond one year of mathematics

7. There is no conflict between these recommendations and the recommendation that students be encouraged to remain in school until graduated or called for service in the armed forces.

8. College authorities or representatives should not be active in advertising this arrangement or promoting the idea among students and parents.

9. High-school principals should identify students of appropriate abilities and other qualifications for this type of acceleration and explain to them why they should enter college early.

10. The entire purpose of the acceptance of non-graduates of high schools is to give distinctly superior students a year or more of college before being called to service and thereby to increase the probability that the most capable youth train themselves for leadership, the professions, and especially service after the war.

11. It is not implied in any way that for the average student three years in high school is enough or that a year in college is better pre-induction training than the last year in high school.

12. The plan is not intended as a means of "saving the colleges" and only the most capable students should be accepted by the colleges.

13. While in each instance the accelerated student should be recommended for early college entrance, it should be clear that the final decision rests with the individual college.

What's Wrong with the VICTORY CORPS?

By
REED FULTON

HIGH-SCHOOL pupils resent any indication that they are being looked upon as children. The national committee that created the High School Victory Corps didn't remember that. They assumed that the sweaters of the high-school boys and girls would welcome another adornment. The committee should have reckoned with a higher percentage of the unpredictable. High-school pupils are willing to act like children provided it suits their purposes, but beware. In a flash they can mature in their opinion of themselves.

We can admire the intent behind the Victory Corps, but actual operation has been handicapped by two factors: First, the mechanics of the organization psychologically belong on the pre-high-school level. Second, this fact is accentuated by the comic strip known as "Orphan Annie". The fictional "junior commandos" have made the high-school pupil shy away from the outward representation of the Victory Corps.

This doesn't mean that high-school pupils have been slack in hustling rubber and tin, or in purchasing war stamps and bonds. Probably just as many are enrolled in "pre-

flight", victory shop, physics, and math, as there would have been if there had been no Victory Corps. But they prefer to do these things in a national emergency on the same basis as do their brothers in the Solomons. And when they get a decoration they want it to mean something "above and beyond the bounds of duty".

It would be a mistake to gather from this remark that youth has abandoned adolescent irresponsibility for a mature conception of what this war means. Probably 75 per cent of youth's thought is still devoted to delaying until tomorrow the evils thereof.

"The army is goin' to get me when I'm eighteen. Okay, so until then I'm goin' to have all the fun I can manage," says one boy.

"I can't see how going to dances and to the movies and the hot spots has a thing to do with the war. Us girls are going to do all we can to keep the boys happy."

"Why should we crack the books any more than we have to? Education ain't goin' to help none when a machine gun mows us down."

"This Victory Corps is just a gag to get us to study harder. I don't fall for that New Deal."

Of course there are those who say:

"Please write my draft board so I can stay and finish out the semester."

"I want to get started in college. I figure I'm going to get the jump on some of these fellows when the war is over."

"My brother writes from Tunisia that I'm to get as much out of school as I can, so I'm turning on the heat."

"I'm heading for aviation so I'm after all the math I can get."

—❖—

EDITOR'S NOTE: Mr. Fulton is principal of West Seattle High School, Seattle, Wash. He is also the author of a number of books for boys. In this article he points out what he feels are some mistakes in the planning of the High School Victory Corps, and some handicaps under which it now operates. Do your pupils consider the Victory Corps' "mechanics of organization" a little too childish for them? We shall be glad to receive correspondence on the matter.

In the main, youth's day runs on unperturbed. Salvage drives are active. They break school routine. They are good fun. Changes in the curriculum give variety and practical color to school. The radio news reports, the propaganda films, the rationing, the departure of friends for the front—all these lend zest but not necessarily unusual significance to youth's life. The point is that youth absorbs a good deal of heat without coming to a boiling point of enthusiasm.

When we hear of the "enthusiastic reception which has been accorded to the idea of the High School Victory Corps", we are not listening to candid youth. The oldsters are enthusiastic about what they think youth should be excited over, but that is something else.

However, a purpose has been served, for the administrators and teachers and curriculum committees have made some moves belated by many years. Subject fields have been shaken loose of crystallized yesterdays. Training for hand skills and bodily endurance has assumed new proportions. An over-all tightening of purposefulness has come about. For these things we can thank the war.

The general tendency is to use wartime as an excuse for reducing standards, but the war atmosphere can be used constructively by the schools, for war has created a new set of motives and pressures. Youth can be brought to develop attitudes and actions as a result of the new stimuli, which will serve society far better than did the youth of jazz or depression. It would be wasteful if educators failed to utilize war in one of its few constructive aspects. The Victory Corps can be a good framework.

The same emotional reaction which is used to keep the war worker on the job, or to persuade the public to buy more bonds, can be used to step up production in the school. Analyze your personal feelings as you view some of the best war posters, with such wording as: **WHAT**

HAVE YOU DONE FOR FREEDOM TODAY? In your thoughts there is a rush of shame, or anger, or duty, which may be translated into resolution on your part to do more.

It is not unreasonable to align the objectives of school with the emergencies of war. Success in war and in peace will come out of educated **THOUGHT**. Brain power is even more of an asset than fire power. And so, the development of intelligent thought is an essential "industry"—a part of winning the war.

When pupils see the preparation of each assignment as a moral, democratic obligation, they tend to clothe themselves in some of the emotional qualities of wartime, and production goes up. From this point of view the Victory Corps can become a real factor in a school.

While some of us want to avoid using the war as an all-out pressure, attempting to cling to more idealistic urges, we may be missing the boat schedule of 1943-44. We've used the depression, or the New Deal, or the work needs, to explain youth's shortcomings. Perhaps we should be just as modern in pressing home the implication of the Victory Corps.

The best of production on the present job, morale building assemblies, a service flag with stars of blue or gold, letters to the boys on home soil, gardens in every backyard, a re-slanted curriculum, guidance for war-service and for post-war—these are some of the activities of any school in war time. Some pageantry to increase its appeal? Ye-e-e-s. A somewhat reluctant, somewhat doubtful "yes", because pageantry and drum majorettes are so often synonymous. What we need is something more lasting, more noble. Something born from the grim pain of the pioneer who turns from his burning cabin to welcome the flaming sunrise of another day.

If Youth could create its own pageantry, its own awards—the Victory Corps might come to life in an amazing manner.

2 FAT MATRONS:

Letting down their hair with Miss Roderick
they reveal their real opinion of education

By

ESTELLA DYER

ALICE RODERICK sat back against the blue velvet chair with a comfortable sigh. It was good to be among friends and to relax and chat for an hour or so.

"I'm glad it's Friday," she told her two companions, "I've had a beaner of a week. That assembly program about turned my hair green."

Mrs. Springfield paused as she poured from the silver teapot and glanced at her friends out of soft brown eyes. She was a small woman on the plumpish side who carried the remnants of real beauty like a banner.

"You're lucky at that," she said, "to get two whole days off. It isn't much like us poor mothers, is it, Ruth?" She turned to the small, fat, faded blonde who sat across the tea table.

"My stars, no. You certainly have it easy—summers off and all."

—*—

EDITOR'S NOTE: *We don't need to comment on this unusual report. Instead, we quote from the author's accompanying letter: "Believe it or not, the conversation in this article really did take place. But in the telling I have changed it to avoid recognition. Because I was so disturbed to learn that people—educated people—thought of the school and its problems in this way, I made a record of the discussion. Out of this record the article grew. It seems that this problem is one that all teachers should face, and in facing it squarely, perhaps they can work out the solution. Many people do respect and appreciate the work the schools are doing, but there are too many who do not." Miss Dyer teaches in Mount Vernon, Wash., Junior College.*

"Easy?" Miss Roderick said in astonishment. "You don't know much about school work or you'd never say that."

They laughed at her good humoredly and the conversation passed on to a running account of the local engagements, speculation as to whether the new couple next door was going to get a divorce, and discussion of the new spring styles. Once they mentioned a new book and the channel of personalities was diverted for a time, but it soon switched back again.

Tea finished and the plates cleared away by the maid, the two matrons lighted cigarettes and sat back contentedly. Miss Roderick wanted one, too, but decided that she'd better restrain herself since the maid might come back and her hostess' young offspring was due to explode into the room at any moment. After all a teacher. . . .

She smoothed the skirt of her tailored suit, crossed legs clad in her last good pair of nylons, and said, "Well, girls, there's something I want to talk to you about. It's about the school situation."

"You never get away from school," Mrs. Springfield made her usual complaint whenever anyone mentioned the subject. But Miss Roderick had noticed that the topic did not seem to bore her when she was telling about her own moron who attended the second grade.

"You see, the schools are facing a serious crisis," she began professionally. "The cost of living has gone up and the salaries are way out of line. Teachers are leaving the profession in droves to go into better-paying jobs or into the service. By next fall there won't be enough to go around unless something is done. We'd all appreciate it if you

would drop a note to your representatives and ask them to pass the emergency relief bill which will be used to raise salaries to an adequate level."

"Why is that necessary?" Mrs. Springfield asked, and there was a shadow of disapproval forming around her mouth.

"Because living has gone up almost 20 per cent and our salaries haven't. We aren't asking for huge increases, just enough for an adequate living."

"There are lots of people who aren't making very much either," Mrs. Canter said in a tone that was just a trifle shrill. "My husband just doesn't know where he'll get the money to pay his income tax."

Miss Roderick restrained the impulse to say that her friend's new mink coat didn't look exactly like depression times, but she held the words back and went on calmly.

"In this state teachers' salaries always have been low and the requirements are very high. It doesn't work out because it costs so much to get an education. I'm really worried about this or I wouldn't mention it now. I'm afraid that next fall there won't be enough teachers to go around and many of those will be incompetent and the poor kids will have to pay the penalty, which isn't fair to them."

"Yes, but you had a good fat check all through the depression," Mrs. Springfield reminded her. "Mr. Springfield often remarked on how lucky you were."

"Lucky?" Miss Roderick's eyebrows did gymnastics. "Don't you remember 1932? I took a 25 per cent cut—got \$82 a month as I remember it and my warrants weren't any good. The bank wouldn't touch them, and I took an 8 per cent discount to get them cashed."

There was a pause while the two women busied themselves with the fragile teacups. Then Mrs. Springfield smiled, but the smile did not touch her eyes. "Of course, Alice," she began, "I look at it a little differently. I look at it from the taxpayers' standpoint. We pay big taxes and the schools waste a

lot of money—personally, I wouldn't care if they did have to drop a few teachers. Then they'd have to stop some of these frills and go back to teaching the three R's."

"You don't understand," Miss Roderick protested. "I'm willing to admit that the schools aren't perfect. In fact, we work all the time to do better, but some of the 'frills' give the youngsters a chance to experiment with their talents, to gain experience as leaders—to—" she paused. "Why you can't help but see that it works when you learn that it took this country only one year to put a fighting army in the field and ten years for the Axis."

Miss Roderick's face was flushed and her blue eyes darkened to a deep violet. She knew that she should have known better than to expect her friends to understand—somehow they never did. She felt two pairs of eyes fastened upon her face and the tenseness which fell upon them was cold and real. But she just couldn't drop the subject like a cold, useless pancake that is thrown to the birds.

"How much do teachers get?" Mrs. Canter wanted to know.

"The state minimum is \$1,200. Our top salary in the local schools is \$1,750."

"That isn't very much for a man with a family," Mrs. Canter admitted as she surveyed her scarlet finger nails intently.

"Of course, it is a lot for you women," Mrs. Springfield added thoughtfully as she scrutinized the details of her guest's tailored suit and automatically placed a price tag upon it. "It must be wonderful to have all that money to spend on one's self."

"We have to live," she reminded. "Then there is summer school—"

"It's still a lot of money for a woman."

"Surely you're not suggesting a double standard?" Miss Roderick protested hotly. "Salaries ought to be adjusted according to the job a person does, his education, experience and such factors."

"Well, I suppose you're right," Mrs. Canter agreed doubtfully—Miss Roderick knew

in one clarifying flash that her friends did not have the remotest idea what she was talking about—"but a man with a family needs more money."

"Especially when he has responsibilities," Mrs. Springfield agreed.

"How can you say that?" she protested again, and bit her lips to hold back the hot words. "How can you tell what responsibilities a person has? Many of our women teachers carry heavy financial obligations."

"They do?" The question was incredulous.

"I know one who supports her mother and her grandfather," she told them. "Another is sending her brother to the university, one of the grade teachers is paying on debts left from her father's estate, and several are still paying on college debts. I don't see how you can even begin to judge how much responsibility a person has!"

"Is that so?" Mrs. Springfield said doubtfully.

"Oh, well, I'm not going to worry about it," Mrs. Canter added brightly as she pushed the cuticle back from one scarlet finger with the nail of another. "After all, teachers knew they wouldn't make very much when they started so why should they fuss now?"

"I wouldn't think of marrying a teacher," Mrs. Springfield put in. "Oh, I'm sorry, Alice. Of course your Jack is a nice fellow, but he'll never have anything." She looked around her pleasant living room with satisfaction.

Wildly Miss Roderick thought, "For Pete's sakes, how did I ever get into this anyway." Then she smiled and said levelly, "The point is that there won't be enough qualified teachers to keep schools operating on an effective basis unless something is done."

"Oh, they won't close the schools," Mrs. Canter laughed lightly. "Remember when they told us they would close during the depression unless that levy was passed?"

She paused dramatically, enjoying herself, "But they didn't pass it and the schools didn't close."

Both women looked at Alice triumphantly as Mrs. Springfield added, "Gee, but we worked hard to defeat it. We owned all that west end section and it would have sent our taxes skyrocketing."

"Carl said right along that they wouldn't close the schools and he was right. You can't scare us any more," Mrs. Canter told her.

"Yes, I remember," the teacher spoke bitterly. "I doubled up and carried six full classes and two major activities. There weren't enough teachers, but I just couldn't see those kids miss out so I did a lot extra."

"Yes, I remember, it was tough on you," Mrs. Canter sympathized, "you worked awfully hard, but you always do. You ought to let up—why you're just a bundle of nerves."

"Why don't you take a nice long vacation?" her hostess urged.

"On what?" Miss Roderick wanted to know.

"Anyway," Mrs. Springfield said happily, "it will work out, Alice, don't you see? The college kids will go to war and the college teachers can teach the classes in the grades and the high school."

As she looked upon the faces of her two friends, they seemed as foreign to her as the inside of a harem. She'd gone to high school with them and roomed with them at college until they dropped out to get married.

"That wouldn't work very well," she told them firmly, "the techniques are so different. Just imagine me trying to teach the second grade after being trained to handle seniors."

"Oh, you could do it all right if you had to."

"Yes, I might be able to keep them quiet, but they wouldn't learn anything." She thought that it would serve them right if

all their children turned out to be dummies.

"How did we get on this subject?" Mrs. Canter wanted to know. "Just look at the time. I've got to dash. We've a big dinner on for tonight. Too bad you aren't married, Alice, so you could come."

Miss Roderick reflected tartly that-though unmarried she ate food; but she restrained the impulse to say it aloud. She found that she was utterly weary.

As they separated, her hostess said, "I'm so glad you could drop in for tea, Alice. We so seldom see you. Let's do it again soon."

"Yes, let's," the other woman urged, but already her mind was centered on getting home.

As Miss Roderick turned toward her boarding house, the sunset made a splash of orange and gold in the west, and stark against its brilliance black-limbed trees were outlined cold and lonely.

She kicked at a clump of frozen weeds along the walk. "We've missed the boat," she thought, "we haven't sold education to the public. We haven't made them feel that it is an integral part of their lives—a vital part and their responsibility."

She stopped and waited for a car to pass before she crossed the street. "I remember the depression," her thoughts were bitter, "they told us then to be good sports about the cuts and the extra work and that the people would appreciate it and make it up when times got better." Without interrupting her thoughts, she waved to a boy who

roared by in a 1920 model, "Well, it didn't work."

A cheerful voice called, "Hi there, Miss Roderick, having a nice walk?" She smiled back at the football captain and went on.

"The kids were swell, though," she thought. "They just don't understand how hard we work or what an important job it is—that's the trouble."

She gazed upon a neon-lighted sign and smiled as she read, "Buy itchie witchies. It's good."

Then she had a bright idea. The magnitude of the thing struck her like a physical blow. "Why, that's the answer!" she exclaimed, and her face became illuminated as though a light had been turned on inside her head, "We've got to advertise. Advertising that has punch in it. Not just once, but all the time, every week. Gee, that would be a beaner of a sign for education."

As she walked on she thought about the different publicity angles that could be tapped in addition to those already in use. For example, a radio skit that would show the school room from the standpoint of a teacher—one that pointed out the problems the teachers face, the hard work and long hours, and the good they accomplish—sort of Dr. Christian idea.

Her shoulders straightened, "I'll take it up at our next unit meeting," she vowed. "We've missed the boat, but it isn't too late yet. It's our job to sell the schools to the taxpayers and make them like it!"



Summer Session Complaint

They tell us how to do it;

They know just how it's done—

"Now keep the children happy;

Make all their lessons fun."

But when we go to summer school,

Do *they* obey that little rule?

They do not!

SARA WOLFF in *School and Community*

THE COUNSELOR:

Must he exercise Solomon's wisdom, Napoleon's industry, and Job's patience, etc.—part time?

By

CHARLES I. GLICKSBERG

IN MANY secondary schools it is the practice to appoint a guidance counselor who is allowed one period off per day for carrying on his work. Officially all that he is required to do is to hand out report cards to pupils who have failed one or more subjects. His task is to discover the cause of their failure and to help them to improve.

Since this ritual of interviewing those who have failed takes place but once a month or every five weeks, the average classroom teacher is convinced that the guidance counselor has won an easy and enviable assignment, a veritable sinecure. After all, the argument runs, what does the guidance counselor do except distribute report cards and administer a bit of homiletic advice? That is a simple procedure, quickly disposed of; the rest of the term he is free to loaf and invite his soul.

Can the guidance counselor prove objectively that he is helping the black sheep of the school, the chronic failures? Is there any sound justification for this precious investment of time in so-called guidance? Is it anything more than a gesture of con-

formity to a prevalent educational fad: the cult of guidance?

Paradoxically enough, if there is anything wrong with guidance as practised in most secondary schools, it is that there is not enough of it. The guidance counselor cannot accomplish much or even plan to accomplish much if he is allowed no more than one free period per day. In order to offset the prejudice that is often encountered, it will do no harm to review the complex variety of work that the guidance counselor must shoulder, the benefits that accrue to the pupils, the amount of time that is saved for the principal, who does not have to concern himself with a multitude of problems handled directly by the guidance counselor. A great deal of the "success" achieved by the guidance worker may have nothing to do with marks or scholastic progress; his efforts may neither be recognized nor praised; yet these varied activities constitute his distinctive and most important contribution.

1. Curricular Guidance: Besides the periodic investigation of poor marks, it is the duty of the guidance counselor to advise the pupil in his choice of electives, to make him fully aware of his aptitudes and potentialities, to widen his sphere of interests, to lead him to anticipate the future, to raise his level of aspiration—though not to the point where it soars beyond his innate capacity.

At the end of the second or the beginning of the third year, the adolescent suddenly discovers himself; he appraises himself critically, discerns his peculiar virtues and weaknesses, his endowments and his signal

EDITOR'S NOTE: *Let no classroom teacher think that the guidance counselor has the softest job in school after reading this article, the author contends. The counselor has a complex set of duties to perform. And when he isn't allowed sufficient time to handle them, it's a wonder he doesn't become a case history himself. Dr. Glicksberg teaches in South Side High School, Newark, N.J.*

lacks. He compares himself with others of his own age and grade; he questions the value of occupational ambitions which teachers or hopeful parents have foisted upon him; he realizes the nature of his past mistakes. Hence at this time there frequently arises the problem of curricular maladjustment.

Pupils in the college preparatory course come to the sad conclusion that the possibility of their going to college is indeed remote, or that their ability to profit from this curriculum is slight. They must content themselves with a more general, less specialized course. Or the girl who started out with high hopes of becoming a private secretary comes to her senses; she cannot keep up with her class in shorthand, or her typing is miserably slow and faulty.

A few react to the experience of failure by deciding to withdraw from school and take any "good" job that presents itself. Others sensibly decide to change their course; they will prepare themselves to be saleswomen or bookkeepers. At any rate, they will continue their studies until they are awarded a high-school diploma. In short, they have taken stock of themselves, and the guidance counselor is there to give them essential information, encouragement, and advice.

2. Pupil-Teacher Relation: Causes of friction arise on numerous occasions. For various reasons the teacher prefers to turn over his disciplinary problems to the guidance counselor rather than to the office. To look to the principal for assistance when minor disturbances have occurred is to admit either incompetence or lack of control. The guidance counselor is a more suitable person to consult when pupils fail to cooperate, neglect their homework, manifest an attitude of surly indifference or rank discourtesy, persist in their refusal to follow classroom regulations.

The guidance counselor thus becomes a kind of justice of the peace, though actually he prefers the role of amateur psychologist

and father confessor. He postpones passing judgment until passions have cooled and ruffled tempers have had time to smooth themselves out. Then he listens to both sides of the story and attempts to work out an amicable, mutually satisfactory adjustment.

If teachers send him their troublesome cases, it is also true that pupils come to him with their complaints. Theoretically that is the *raison d'être* of the guidance counselor: to act as a spiritual adviser of the young, a parent surrogate, a wise, kindly elder brother, ever ready to lend a helping hand and a sympathetic ear. If the young feel that they have an understanding friend in the person of the guidance counselor, they will all the more readily come to him with their grievances and problems.

What hurts them particularly is the suspicion of unfairness, discrimination, downright injustice on the part of the teacher. Whatever faults or weaknesses they may themselves be guilty of, they expect unblemished perfection of their idol, the teacher, and when he does not live up to their conception of the ideal pedagogue they are not only disappointed but outraged, especially if they are the victims of his imperfections.

Marks, unjust punitive measures, tactless sarcasm, gratuitous and persistent ridicule, dictatorial attitudes, failure to explain the work patiently and clearly, lack of interest in the slow progress of the backward, cruel indifference to the plight of some pupils who are forced to work long hours after school or who are involved in unpleasant domestic difficulties, intolerance, inability to teach—these are a few of the complaints that are urgently whispered in the ear of the guidance counselor.

It may be thought that pupils are often tempted to rationalize their failure and crawl out of their difficulties by transferring the onus of blame to the long-suffering teacher, but as a matter of fact, that is rarely the case. Strange as it may seem, the pupils

inwardly respect, or wish to respect, the teacher. In any event, they are willing to give even the devil his due.

Usually they are reluctant to voice their accusations unless the situation becomes unbearable or the guidance counselor urges them to unburden their tale of woe. Then it is the function of the counselor to use whatever tact, intuition, and persuasive powers he may possess to handle the situation diplomatically.

Officially, the teacher, like the customer, is always right. That is the unbreakable tradition of the school. On the other hand, the guidance counselor owes full allegiance to his "client", the pupil, whose interests he must protect. He spends valuable time and energy in trying to effect a diplomatic compromise.

Sometimes he may change a pupil's schedule when it is apparent that the source of the trouble lies mainly in a clash of conflicting temperaments. Or he may appeal to the pupil to display forbearance, to adjust himself to personalities and conditions that he may resent, since each man at some time must bear his cross with fortitude. Or the counselor may be compelled to summon the parents for a friendly conference.

3. *Pupil-Parent Relations:* Few teachers suspect the conditions under which some pupils must live at home. It is not possible to separate the experiences the pupil undergoes at home from his progress or lack of progress in school. Ideally, therefore, there should be some one to whom the harassed, maladjusted pupil can go for assistance: the guidance counselor.

One pupil, for example, works after school and contributes, under compulsion, all his earnings to the family budget. His bitter complaint is that his mother fails to provide his breakfast, refuses to buy his clothes, does not permit him to engage in social activities, takes no genuine interest in his welfare. He wishes to leave school and home and fend for himself.

Another pupil is torn between divided

loyalties: his father has abandoned his wife and is seeking to obtain a divorce. The son is involved in the domestic quarrel and each parent beseeches him to testify against the other. Small wonder the pupil has begun to play truant and to lose all interest in his school work.

In still another instance, a girl complained that her poor, widowed mother was unable to give her any spending money. In the classroom she is badgered to join various organizations or buy tickets for this or that social affair. She finds it embarrassing to refuse. Even the homeroom teacher failed to comprehend her desperate dilemma. The guidance counselor can help to solve many of these troubled situations.

Sometimes the parents, irate and old-fashioned, act on the principle that sparing the rod spoils the child, and they administer a vigorous chastisement whenever their son or daughter brings home a poor report card. Here the tactful intervention of the guidance counselor may save the day. Interviews with parents constitute perhaps the most difficult and exacting part of the counselor's varied duties. Parents often arrive for the purpose of denouncing a teacher and creating a scene, and leave completely appeased, grateful for the considerate treatment they have received.

Classroom teachers who complain of the waste involved in appointing guidance counselors may never suspect the unpleasant scenes they have been spared. From the point of view of education as a whole, a valuable economy has been effected. The counselor acts as the liaison officer between parents and pupils and also between parents and teachers.

4. *Social Relationships:* Pupils are sometimes acutely unhappy because they are socially maladjusted. They attend conscientiously to their studies, but they are apparently unable to "win friends and influence people". They feel alienated, cut off from the stimulating warmth of companionship. They fail to join any extracurricular activi-

ties. They are registered in a number of classes, and that is all.

The guidance counselor can properly intervene. He knows all the pupils of a given grade. He can organize social affairs such as dances and picnics and parties; and he can appoint committees and see to it that the socially backward or shy pupils are gradually drawn within the charmed social circle. He can find out their interests and assets and then arrange it so that some club sponsor or prominent pupil personally invites them to join.

Some of these methods prove gratifyingly effective. The supervision of the social life of pupils at the most difficult stage of their career is an important part of the guidance program.

5. Provision for Leadership: It is a mistaken conception of the guidance function to assume that its chief task lies in rescue work, that it is a kind of academic Salvation Army designed specially for the derelict, the hopeless failures of the school. On the contrary, guidance at its best should legislate for the brilliant, the advanced, the capable, the ambitious, the aggressive, as well as for the mediocre and the handicapped. No education is worth the money lavished upon it that does not provide fruitful opportunities for the development of pupil leadership. The far-sighted and enterprising guidance counselor will encourage gifted pupils to assume responsibility, to run for office, collect dues, conduct meetings, organize dances and athletic contests, manage publicity and sales campaigns, and publicly give them credit for their achievement. There is a wealth of educationally rewarding activities in which pupils can engage. Education in a democracy must justify itself not only by raising the level of literacy throughout the nation but also and far more by training a number of superior young people for the responsibilities of leadership.

6. Vocational Guidance: Now that this country is at war, pupils in the third or fourth year are besieged on all sides by

offers of part-time work. Few can resist the temptation to earn more money than they could have made in normal times. In some classes, more than 60 per cent of the pupils are employed in some gainful part-time position, and hence can devote but a portion of their free time to their studies.

In this emergency situation the conscientious counselor discerns a challenging opportunity. What are the pupils doing with the money they are receiving? How are they spending it? What part, if any, are they saving for some future worthy purpose? Is the job they have merely a stopgap or are they acquiring valuable work experience? Is the pay they are getting commensurate with their ability and the amount of work they perform? Are they doing the kind of work they enjoy? How can other pupils, not yet employed but desirous of obtaining a position, be given essential occupational information?

Here all the knowledge, skill, and resources of the guidance counselor are brought to the test.

7. Guidance into College: Pupils often lack confidence in themselves. Some may have taken the wrong course and though they now wish to enter college, they feel it is hopeless for them to make the attempt. A friendly, confidential talk helps to set them straight. They are encouraged to consult college catalogs, to write to the registrars at various colleges, to call on other pupils who have attended or are attending a particular institution, to take a post-graduate course in order to make up any serious deficiency.

8. War Services: Daily, young men under eighteen are enlisting in various branches of the armed forces. Others have registered for the draft; the rest expect to be inducted as soon as they reach the age of eighteen. The big question mark in the mind of many of these young men is: What shall I do? Shall I apply for entrance into college? Shall I for the duration postpone my plans for a professional career? Since I will soon

be inducted into the Army, how can I best prepare myself for some specialized service? How will a high-school diploma help me? What is the good of continuing my studies when a war is on?

These are some of the questions the pupils expect the guidance counselor to help them answer effectively, and it is important that he should not let them down. Here is a new and vital area for the extension of the guidance function.

I have listed a few representative samples of the complex problems that the guidance counselor is called upon to solve in the course of his daily duties. Those who know of his work only from superficial observation assume that his duties consist exclusively of distributing report cards to the flotsam and jetsam of the school: a purely perfunctory task, in their estimation, that brings in little dividends.

If the guidance counselor published a detailed diary of the cases he is required to handle, the amount of time he puts in, the

specialized knowledge and skill he is supposed to possess and apply, the patience and tact and humane understanding he must employ, the forbearance he must show, the decisions he must make, the secrets he is expected to keep, the network of relationships he must establish, then classroom teachers who tend to look upon his position as a sinecure would soon change their minds. They would be among the first to recommend that the amount of free time at the disposal of the guidance counselor be extended so that he may perfect his counseling techniques, widen his usefulness.

Some day the light will dawn on educators and they will realize that guidance is actually a full-time job, that it demands men of specialized training and aptitude, that each large school should be furnished with a psychological clinic and a professional psychologist as well as a number of competent guidance counselors. Under such conditions, education will function at maximal efficiency.



Our Biology Classroom Zoo

The fundamental aim of biology teaching is to acquaint students with plant and animal forms, their functions, behavior to their environment, and laws in general which govern life. No doubt it were best if classes could be conducted in the outdoors where observations could be made on plants and animals in their natural surroundings, but large classes present many obstacles to outdoor study. In populous urban centers long distances to places where Nature still retains some semblance of its undisturbed balance nearly eliminates the possibility of class work in the outdoors. It thus becomes necessary to bring "capsules" of Nature to the biology classes by way of a classroom "zoo" and school wild flower gardens.

Our biology department (Collinwood High School, Cleveland, Ohio) has the following animals in its "zoo":

One fox squirrel
Two desert tortoises (*Testudo agassizii*)
Rats in variety
Fancy deer mice; wild deer mice
Two gopher tortoises (*Testudo polephemus*)

Three box tortoises
Dace (from the creek)
Leopard frogs
One swift (an Arizona lizard)
Two alligators
One pigeon
One Boyle's King snake
One bull snake (*Pituophis sayi sayi*)
One boa constrictor (Central American)
Several ribbon snakes
Several De Kay's snakes

These animals are all well and apparently contented. Our biology rooms have no animal odor because the cages are kept in a sanitary condition. . . .

A school "zoo" need not be limited to vertebrates but may, or one is inclined to say, should include lower forms of animal life. Many insects such as meal worms, cockroaches, dermestids, crickets, grain moths, drug store beetles, and other kinds make interesting cultures. Fresh water shrimps, too, are easily raised in the schoolroom.—STERLING O. WILSON in *School Science and Mathematics*.

A teacher writes *to a* WOUNDED PUPIL

By
GEORGE H. HENRY

DEAR JIMMY,
It was not until you were wounded that the full meaning of my function as a teacher came upon me, even though I have given many speeches, taught numerous classes, and written a good many articles about teaching English.

I remember that you were never a good English student, and until now it never occurred to me that there must be something wrong with a nation's school system—more particularly, with a subject called English—wherein a majority of its pupils, the best that God can produce at the moment, cannot make even a "C" in the regular classes and so are relegated to "slow" sections.

Of course, I always try to be polite, generous, and kind to failing pupils, but like others on the faculty, I could not help being condescending to one who never seemed to learn to use the objective case after a preposition. You see, I owe my bread and butter to the niceties of grammar and to the explaining of ideals. Naturally, because you could not reduce these ideals to grammatical sentences, I quietly marked you down, not openly, not to another soul, but I had my

thoughts. And sometimes, unfortunately, one unwittingly acts according to one's thoughts.

I thought that a pupil who could read *Macbeth* aloud and also get the meaning was a superior being, but now, because you are in the hospital, I see that such a one is only a different type of being, not a better one.

In short, Jimmy, I didn't realize that if it were not for a good many fellows like you in the past, I shouldn't have any decent English to teach at all. These ideals I have glibly handed out for years from behind a desk are even at present being paid for in blood—by your eye, for instance. From one former class alone there are boys who are fighting all over the world in order to preserve the content of my course and—may I never forget it—to protect me in teaching that content with freedom.

What a privilege for me to sift the learning of the past and hand it on to you according to my personal interpretation! I did it many a time. This right is what we teachers call academic freedom. Without such protection as yours, Jimmy, my class would not be truly free—I'd have nothing straight from the heart to teach. English, therefore, needed you more badly than you needed English.

You really didn't fail English; you upheld her in the very best tradition—of Socrates, Dante, and Cervantes. They fought too. You couldn't learn English, but you did what you could—you fought for her.

In the seventeenth century most of the men who left their homes in Europe (you now know what leaving home means) and came to this wilderness to be free were a

EDITOR'S NOTE: *The boy was a "disciplinary problem." And in Mr. Henry's English class he took no interest in struggling with a split infinitive. But as the author sees it now: "I talked; you acted. Fellows like you are the themes of our literature; such deeds as yours give the classroom something to talk about, give it reality." Mr. Henry is principal of Dover, Del., High School.*

great deal like you—not too good at reading. Most of those pioneers who opened up a civilization in the West couldn't master subjects and predicates either. And this Union was held together by young men who had trouble deciphering the Constitution but who knew down in their hearts what it was worth. Sense of duty, courage, endurance, decency, sacrifice—these qualities in men, without which the intellect can do nothing, maintained this way of life we both were born to.

And to think that during all the years that you were in our classes you too had these qualities and that we teachers never recognized them! I was blind to the simple truth that you and I, both needing each other, were two sides of the learning process, thought and action. I talked; you acted. Fellows like you are the themes for our literature; such deeds as yours give the classroom something to talk about, give it reality.

I recall that you were what we call a disciplinary problem. Your present bravery makes me embarrassingly aware that most of your trouble was due to our attempt to drive these heroic qualities out of you, because they got in the way of our petty regulations that had to be formulated in order to allow a factory-like education to function. You hated a person who relied on authority to bolster his weakness. No American likes to have things forced upon him—even education.

Your audacity, which got in the school's way, supplied the extra strength our country needed at a critical time. That was when her force was thinned out around the world or was too little, because teachers like myself were content to talk during these last ten years instead of act.

Can you still see me read *In Flanders Fields* and feel the expression I tried to put into it? We all liked it, you remember. You know, I taught that poem for fifteen years and yet the meaning did not seep into me until now. I didn't keep faith with those

where poppies blow. I was content just to read poems while peace and democracy were steadily declining. In other words, I failed English too—failed it in a worse way than you. And now you give your eye because of my failure. What did I do for you because of *your* school failure?

I want you, though, to recall one thing about school—on the good side. You surely remember the many times you came to the outer office to inquire, "Is the dean in?" Can you picture the secretary stretching her neck to glance through the glass, and how if nobody was in conference with me, you walked right in whether I was busy or not? Sometimes you would rub your nose against the glass panel yourself, and if nobody was there with me, stroll in without ceremony.

Usually I was feverishly busy when you would come in. But I always pushed the work aside and listened to your complaints and your troubles. I gave you advice and even talked an hour or more on a subject very momentous to you at your years but rather trivial when judged by the perspective of age.

Why, then, did I take time out like this? Because I couldn't help it, being in the American environment. I had been taught that a human being is the most important thing in the world, bigger than any head of an institution, any regulation, any school, any creed, any state. I don't take credit for this approach to you; it was the way I was brought up—being American. This free and easy manner with which you walked into the office, this ready accessibility to one in authority, is the best I can do to describe the American way.

Quite early you were taught that people in power are only men. As a principal, I've always been afraid that I might run the school for the sake of the school instead of for each pupil, but it is clear to me now that about a third of the pupils, those like you, never had a chance in our school.

I swear I will have infinite patience

when a boy can't get head or tail from Wordsworth's poetry. And if he is unable to write a theme on it or to put it into a coherent recitation, I will know with certainty, from the ample proof of the last few war months, that he really does appreciate the worth of it—so much so that he is willing to die for it. For your sake, somehow, I shall have to sneak this willing-

ness to die in on the English mark.

It's mighty big of a person like you to suffer pain so that others in your class might have the right to learn what you could not. Because of your sacrifice I am going to see to it that in this school in the future boys like you shall have an outlet for qualities that make them misfits in school but heroes to the whole nation.



* * *

FINDINGS

* * *

MARRIED: In Pennsylvania, 20% of the 44,700 women teachers and supervisory officials of the public schools are married, reports *Pennsylvania Public Instruction*. By counties, the range in per cents of women teachers who are married is great—from 3.7% in Juniata County to 45% in Greene County. In the past 12 years, the per cent of the State's women teachers who are married has doubled. The report states that "it is found that many of the arguments against the employment of married-women teachers have no foundation in actual practice", and that the per cent of married-women teachers will increase.

MODERNS: Children used to be brought up on the Greek myths, and in the early part of this century Gayley's *Classic Myths* was a standard high-school text. How goes it now? W. I. T. Beck reports in *School and Society* an informal quiz on mythology which he gave to a class of 35 college freshmen—"modern, wide-awake, intelligent kids, one of the most brilliant freshman classes I've had in years". The students were asked to identify 17 names prominent in mythology, including Ariadne, Bellerophon, Remus, ambrosia, Medusa, Aphrodite, and Antaeus. Not one of the 17 names was identi-

fied by more than 1 of the 35 students, and 10 of the 17 names were recognized by none. And Mr. Beck was more than fair, counting "ambrosia" identified when a student defined it as "nectar." Questioning further, the author found that more than one student had heard vaguely of Sparta, Theseus, the Augean Stables, Charon, the Sabine women, and Pheidippides. But these students are "whizzes at science and the cold facts of life . . . they're good . . . far better than I ever was as a freshman."

TWINS: How do twins rank in accomplishment, as compared with other people? Twins constitute about 1.5% of the population—that is, there is one pair of twins in every 130 or 140 persons. With that proportion as a guide, Emily S. Dexter made a count of the twins listed in *Who's Who in America* and *Leaders in Education*. She reports in *School and Society* that among the 31,434 names in *Who's Who in America*, only 15 pairs of twins are included. According to their proportion in the population, 15 times as many pairs of twins might have been expected.

SOVIET EDUCATION: In 1914 Russia had fewer than 2,000 secondary schools; in 1939 the Union of Soviet Socialist Republics reported almost 16,000 secondary schools. Enrolment in primary, secondary, and higher schools increased from 8,000,000 in 1913 to 38,000,000 in 1930. In 1913, Russia published 859 newspapers, total circulation 2,700,000; in 1938 there were 8,550 newspapers in the USSR, daily total circulation 37,500,000. And in 1938, 693,000,000 books were published in the Soviet Union. Figures are from a Soviet Embassy bulletin, quoted in the *Bulletin of the Committee on Youth Problems of the American Council on Education*.



EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

➤ SCHOOLS for VICTORY ➤

Department of ideas, plans and news
on the high schools' part in the war

Wanted: 500,000 Young Farmers

The Victory Farm Volunteer Program will recruit 500,000 high-school and college students for 1943 work on farms, announces the U. S. Department of Agriculture. Dr. Frederick B. Knight, director of the division of education and applied psychology at Purdue University, has been appointed head of the Program. No agricultural theorist, he owns and operates two large farms.

Apple Corps Offers Five Tips on Pupil Crop Work

Last fall, 387 boys of the Seattle High-School Apple Corps got a 4-day picking vacation from school, went to 40 apple ranches covering 75 square miles, picked 63,255 boxes of apples, or 80 carloads, and "helped save our apple crop", as the growers put it. Reports Eugene Dils in *Washington Education Journal*, "There was good supervision, without a single flaw in mechanics, and the plan is something to 'put in the book' as a pattern for future mass movements of temporary labor."

At a meeting with representatives of growers and railroad, all details were worked out: wages, housing, board, liability insurance, train, train-to-ranch transportation, organization of boys in placement squads of 5.

After the 4-day project, reports from each group of boys on conditions and experiences were received and studied. Following are recommendations developed from these reports for use on later occasions:

1. Growers should modify cookhouse diets to suit city boys. The starchy diet of itinerant laborers hadn't been proper.
2. Only good housing conditions would be accepted—no more barns and unsanitary bunk houses.
3. The supervisors accompanying the boys had to pick apples for their own wages, and had little time to supervise. Next time they should be paid a straight hourly wage—pick or supervise.
4. Cost of board should be standardized. Cost of meals for no reason had varied from 75 cents to \$1.50 a day.
5. Next time the railroad should enter into the spirit of the emergency by offering much lower rates to the boys instead of charging exorbitant business-as-usual fares.

Land Army Trains in Cities

High-school pupils of Philadelphia, Pa., can learn how to be farm hands in a new course recently approved by the board of education of that city, reports the *New York Times*. Among the skills to be taught are operation of a tractor and milking. Some cows will be borrowed from suburban farmers. This summer the pupils will join the "land army".

Surprise: One high school in the New York City system, Newton High School, has offered three- and four-year courses of study in agriculture for some time, states the *New York Post*. Freshmen spend their summer on the high school's farm; while upper-classmen go to private farms upstate. Last spring the star pupil in the school's agriculture department (which has 420 pupils) was a Negro youth. This spring he has volunteered as an assistant instructor at the school's farm.

Our Art Pupils Interpret War to Community

Today our art department is selling the prosecution of the war to the people, states Herbert A. Steinke, director of art, Albany, N.Y., Public Schools, in *New York State Education*.

At this time the art department might well be called the department of public relations, for it is through this department that proper public relations are maintained in the school and in the home. Art is promoting the need for proper conduct, for conservation, and cooperation. Art is promoting stamp and bond sales, Red Cross, Victory Gardens, proper food and diet, health, first aid, and humane education.

Art students and teachers are working many extra hours to complete the various tasks assigned to them. They have been called on and have volunteered to assist in many campaigns such as the Flying Cadet Recruiting campaign in cooperation with the United States Army Recruiting Office, WAAC recruiting, conservation and salvage, civilian defense, Red Cross, Community Chest, health, and humane education. All these jobs are being done without sacrificing any of the fundamental objectives and principles of our art program.

Fortunately art is a flexible subject and can be adjusted to fit varying needs without losing its inherent values. On the contrary, added impetus is

given the subject through participation in these timely interests.

Part-Time Job Plan Swells War Stamp Sales

Pupils must *earn* money for war savings. That is the conclusion of the student council of Shorewood, Wis., High School. Through the homeroom representatives on the Student Council, a campaign is on to promote the regular purchase of 25-cent war stamps by every pupil through his own earnings.

With the present shortage of manpower and the increase of jobs, pupils can earn for their savings. To assist in this the placement director of the school is ready to help in job getting. Reports show that 404 juniors and seniors are in full or part-time work during this school year. Turning this new pupil income to war savings is the task which the student council has assumed as its biggest contribution to the war effort.

Venice High Thrift Group's Trash Basket Inquiry

Since October 1939 Venice High School, Los Angeles, Cal., has had a strong and influential Thrift Association which today is lending its support to the War Savings Program. Members of the Thrift Association are selected from the various grade levels. The board of directors includes a representative from each grade. Each member must keep a case history of the effect that thrift education has had on his way of living.

The Association's Research Committee has made effective and constructive suggestions to the entire school as a result of its surveys of the waste of time, supplies, and damage to property. Typical of their investigations was the Trash Basket Inquiry. Research pupils examined the contents of a large number of waste baskets scattered over a wide area and wide period of time. Their findings were tabulated and presented appalling waste of paper and other school supplies. The resultant report of the actual waste in money to the city of Los Angeles was furnished to the committee on thrift talks, posters, and publicity.

Topics for thrift talks by Association members include: Thrift Lesson in School Supplies, Thrift in Study Habits, Thrift in the Use of School Books, The Value of Saving, Confessions of a Garbage Can, Benjamin Franklin as the Father of Thrift, Save America with War Stamps, A War Stamp a Day Will Keep the Axis Away.

Pan-American Packets

A new series of 14 loan packets containing Pan-American materials suitable for classroom and as-

sembly use is offered by the Information Exchange, U. S. Office of Education, Washington, D.C. Packets may be borrowed for 2 weeks. A list will be sent upon request.

Our War-Fact Assemblies Reached All Pupils

"Much is being done in the high schools to help pupils to *feel* right about the war, and to *act* effectively for the war," says Rowena Keith Keyes in *High Points*.

"Nevertheless, as I visited classes not now studying history (in Girls' High School, New York City) I found shocking ignorance of definite facts about the war, especially events which occurred a year or more ago, and the location of places of strategic importance in the war. Many pupils had no idea what 'Dunkirk' stood for, or what a 'Quisling' meant.

"It was borne in upon me that instruction of this sort given by individual teachers would leave some pupils still uninstructed, while others might get a repetition and overlapping of information which was wasteful.

"Accordingly, I got the cooperation of Mrs. Estelle Richmond, teacher of economic geography, and we arranged for a period of war map instruction to be given in each of the four assemblies which are needed to cover our entire student body. Mrs. Richmond made long and careful preparation, and explored the possibilities of obtaining maps large enough to be seen by the entire audience. The result was an assembly lesson which held the pupils in rapt attention for an hour. . . .

"As a follow-up and supplement to this assembly lesson, Dr. Cooper, head of the history and civics department, prepared 20 questions on the outstanding facts of the war. These we had mimeographed, with the questions on one side of the paper and the answers on the other. Provision was then made for teaching this material to all pupils in the school, with presentation, drill, and testing. For first-term pupils, responsibility was laid upon teachers of civics; in the second term on teachers of science, in the second and third years on teachers of English, in the seventh term on teachers of American history, and in the eighth term on teachers of economics."

School Toughens Its Farm Recruits in Advance

Almost unanimously it is agreed by farmers and others conversant with the problem that the first and foremost need of the farm recruits is a greater resistance to physical hardships, states Darwin S. Levine in *High Points*.

(Continued on next page)

"Your city boys are too soft." "Can you toughen the boys whom you send to us so that the change between their former life and the new life they find on the farm will not be too abrupt for their physical stamina?" "Can you send us boys who can stand the strain of hard work the way our country boys can? We cannot afford to take time out in our spring and summer rush to strengthen them." "Can you get your boys to understand that if they are to be of any value in the farm work, they must be prepared to keep farmers' hours? They must be willing to get up at 4:30 or 5 o'clock in the morning, as we do, and work all day long. Farmers' hours are not city hours."

These were sample comments made wherever the writer discussed the problem with practical farmers. . . .

There is evolving at Lafayette High School, New York City, what is known there as the Farmerine Corps, a basic program of agricultural preparation for the present emergency. The toughening process is being handled by the fine Commando training courses conducted at the school. The boys and girls are emerging as a result of this progressive and skilful guidance, a "tougher" set of youngsters, physically, than we have probably ever before known in our school history.

While the specific groups of muscles needed for hoeing corn, pitching hay, milking cows or cleaning poultry coops, may be different from the ones developed by parallel bars and climbing ropes, it is to be expected that youth with athletic physiques can readily accustom themselves to new kinds of physical strains.

Summer farm work calls for more than patriotic willingness. It requires physical fitness.

Report to Us

Readers are requested to submit reports on what is being done or planned in their schools to back the nation's war effort—activities, classroom instruction, administrative procedures, etc. We welcome letters, mimeographed materials, school bulletins, short articles of 100 to 600 words, and full-length articles up to 2,500 words on this subject. We shall undertake to publish or abstract the ideas and reports that would be of interest to other schools. Send to Forrest E. Long, Editor, THE CLEARING HOUSE, 207 Fourth Ave., New York, N.Y.

Discussion-Group Materials

You can get a flock of materials for use in discussion groups from the Educational Services Division, Office of War Information, Washington, D.C. It's supposed to be for adult and college groups. But just try to think of something which an average adult group can comprehend, and which high-school pupils can't!

There are 8 discussion guides, and more in preparation; a large number of government agency pamphlets containing discussion materials; and a variety of posters for setting the stage. Teachers and discussion leaders are offered an individual counseling service, by correspondence, on planning of discussion programs and sources of materials for special topics on wartime and post-war problems. Check-lists of materials will be supplied upon request.

Summer War Work for Your Projector

Schools owning 16 mm. sound projectors have a duty to perform this summer. Those projectors have a wartime job to do—and war does not stop with the close of school, states the Office of War Information.

Here are five ways schools can put their projectors to work full time:

1. Take your projector into war plants. Offer its use to plant managers, to labor organizations. Both Industry and Labor know the value of war films in increasing production, in giving workers a greater sense of participation in the war.
2. Work with the civilian defense organization in your community. Offer the use of your projector in warden meetings, in first-aid classes. Get in touch with the Victory Speakers' Bureau in your town. Make use of your experience in films by arranging programs for civilian groups.
3. Make your projector available to adult clubs and organizations meeting during the summer. Arrange regular weekly or monthly showings of war films to luncheon clubs in your community, women's clubs, fraternal organizations, church groups.
4. Arrange showings of films at public meetings—band concerts in public parks, war rallies in courthouse squares.
5. Fit pictures into the summer-school program.

War information films are available—nearly 50 of them—from more than 185 distributors. The audiences are ready—in clubs, churches, factories, unions, civilian defense, county farm bureaus, community gatherings. Bring them together and put your projector to work. For descriptions of these films and a list of the distributors, write the Bureau of Motion Pictures, Office of War Information, Washington.

THE GIRLS *are* TEACHERS' PETS

*Marking discrimination
is found by principal*

By CLIFFORD SWENSON

MRS. JONES has often confided to friends who dropped in to chat with her that her girls were brighter than her boys because her girls brought home the best grades on report cards from school. The alibi of Johnny and George, that teachers had pets, has seemed a feeble excuse until recent years. Other mothers possibly agreed with Mrs. Jones that the same situation existed in their families.

Last year in our school we discovered that Johnny had much difficulty—in comparison with girls of the same intelligence and achievement—in becoming a member of the National Honor Society because of lower grades. Our study showed that a girl had a two and three-fourths better chance than

a boy for membership in the honor organization. Since it was desirable to know how extensive this situation was throughout the school, a further study was undertaken.

The study was made of 4,210 yearly or course marks in mixed classes of boys and girls. These were the marks of 119 boys and 104 girls. The five classes which graduated during the years 1937-41, inclusive, were studied for each of the years they were in senior high school. Hence a total of twenty years of marking was included in the study. The class which was graduated in the spring of 1942 was not included because some of the results of the study were known before the last-year averages of the class were made, and may have influenced the marks.

The boys considered in the study received 2,112 marks and the girls received 2,098 marks. These marks were given by thirteen men and thirteen women teachers in seventeen men-teacher courses and thirteen women-teacher courses. Men teachers issued 1,958 marks to girls and boys, while women teachers granted 2,252 marks to girls and boys.

The school used a five-point scale of marks: A, B, C, D, and F. The total number of each point or level of mark was tabulated, and the per cent of the total number of each level of marks which men and women teachers gave to each sex was computed. The average of all marks which men and women teachers gave to each sex was found by weighting each level of mark and multiplying by the total number of each kind of level of mark, adding each, and then dividing by the total number of marks which teachers gave to each particular sex.

EDITOR'S NOTE: In the May 1942 issue of THE CLEARING HOUSE, Mr. Swenson's article, "Packing the Honor Society", reported that girl pupils in his high school had 3 times the chance of election to the Honor Society as did boys of equal scholastic ability. This article is based upon a study of marks given to a group of boys and girls in the school over a period of four years. From the author's facts about the anti-male grading discrimination shown by both men and women teachers, some readers may feel that "rank discrimination" would be a better term. Mr. Swenson is principal of the Lindsborg, Kan., High School. He says that numerous high-school people of his acquaintance have learned to their surprise that a similar situation exists in their own schools. Have you further information on this question?

What was the relationship of sex to teachers' marks as shown on the five-point scale of marks?

Of all marks which men teachers gave boys, 47.59 per cent were A's and B's, the two highest marks. But these same men teachers gave girls 66.98 per cent A's and B's out of all marks which they gave girls.

Of all marks which women teachers gave boys, 30.86 per cent were A's and B's. However, women teachers granted girls 61.16 per cent A's and B's out of all marks granted to girls.

Both men and women teachers granted a higher per cent of A's and B's to girls than to boys, but the women teachers exceeded the men teachers in this tendency by over three and one-half times.

Of all marks which men teachers assigned to boys, 17.26 per cent were D's and F's, the two lowest marks on the scale. But these same men teachers assigned the girls only 6.88 per cent D's and F's out of all marks assigned the girls.

The women teachers allowed 33.53 per cent D's and F's for boys out of all marks allowed boys, while these same women teachers gave only 8.30 per cent of these lowest marks, D's and F's, to girls out of all marks which they gave girls.

Women teachers tended to exceed men teachers by almost two and one-half times in granting more D's and F's to boys than to girls.

The lowest mark, F, was almost nonexistent except when women teachers considered the merits of boys. A boy took about three times more of a risk in "flunking" with a woman teacher than with a man teacher. Men teachers gave F's sparingly to both sexes of pupils, but hesitated more in giving this lowest mark to girls than to boys.

What was the relationship of sex to the average of marks given by teachers?

Both men and women teachers favored girls with a higher average mark than boys. This was found by weighting each level or

kind of mark on the five-point scale and finding the averages. The marks were weighted thus: A-4, B-3, C-2, D-1, and F-0.

Men teachers gave girls an average of 2.87, while they gave boys an average of 2.43. Women teachers granted girls an average of 2.77, but granted boys an average of 2.08. Thus, men teachers rated boys significantly higher than did the women teachers.

The men teachers rated both boys and girls higher than did the women teachers, as shown by averages of 2.65 from men teachers for boys and girls combined, and 2.42 from the women teachers for both sexes combined.

The average mark which the boys received from both men and women teachers was 2.25 while girls received the significantly higher average of 2.82 from both men and women teachers.

Can this inequality in distribution of marks be justified and desirable on the basis of sex?

It does not seem that an undemocratic and unequal distribution of marks can be justified on the basis of sex for several reasons.

1. It cannot be advocated that pupils should be confronted with inequalities because these conditions result in learning values when pupils understand no reasonable need for the existence of such conditions. Such frustrations may tend to create behavior not in accordance with good mental hygiene.

2. Several researches show that the general scholastic aptitude of the sexes is about equal. Boys in this community came from the same general homes as the girls; they had about the same environment; and they had about the same kind of parents. There seems to exist no known reasons why the boys should be inferior to girls because of the influence of these factors on learning.

3. Records of scholastic aptitude of the pupils included in the study indicated that the true mean I.Q. shown by the Otis Group Intelligence Test, Form A, was 107.12 for the boys, and 109.43 for the girls. The mean I.Q. was 107.25 for the boys, and 110.33 for the girls. No significant difference existed between the sexes in regard to scholastic ability.

4. Someone might claim that girls learned more and hence deserved better grades. This study did not

seem to uphold this contention. Achievement in after-school life would indicate that this view is untenable. Also, achievement test scores from the Sonnes-Harry Achievement Test scores showed a mean of 133.71 for the boys and 122.68 for the girls. The median score for the boys was 141.0 and 119.75 for the girls. Rather than girls learning more and thus deserving higher marks than boys, this seems to indicate that boys learn a little more, but, nevertheless, receive much lower marks.

5. The suitability of achievement tests in general as instruments of evaluation can be questioned because they are heavily loaded with facts and traditional book learning. But ability for academic learning cannot vary because of sex difference unless girls are more submissive to such learning.

However, acceptance of this view would seem to compel the conclusion that marks were based on factors other than real learning, and that an assumed lack of interest among boys in book learning does not seem to hamper them in either achievement tests or later life occupations.

6. The teachers did not relegate boys to a lowly position in marks because of inferiority of character, leadership or service. Teachers rated both sexes separately and without reference to scholastic marks. These ratings indicated that teachers rated boys somewhat higher than girls in these areas of behavior.

7. The current belief in the theory of individual differences does not seem to justify tagging one sex with inferior marks on report cards because of alleged differences due to puberty, physical immaturity or other adolescent factors. A more acceptable view of individual differences should be the basis for bringing about better learning.

Any sound marking system should have in it provisions for consideration of individual differences, rather than use such knowledge to penalize pupils for alleged physiological differences over which they could have no control. Regardless of alleged physiological differences based on sex which could have much to do with learning, it is generally accepted that desirable learning has a basis in individual interests and needs. Therefore it becomes necessary for the school to discover these interests and needs in order to provide a suitable curriculum for individuals and for both sexes.

If a school marking system is not a reflection of evaluation of learning of both sexes, such a system might be questioned for school use. If pupils are tagged with marks on report cards on a purely competitive basis in a way which seemingly sets up one set of physiological sex differences as a norm for both sexes, we may view the whole defense of traditional marking with much concern.

Conclusions are difficult to make from the

study, but the following seem to be appropriate:

1. Men teachers gave higher marks to girls than to boys. They gave girls 19.39 per cent more of the two highest marks than they gave the boys. The men also gave girls 10.38 per cent less of the two lowest marks than they gave boys.

2. Men teachers gave girls a higher average of marks than boys.

3. Women teachers gave higher marks to girls than to boys. Women teachers gave girls 30.30 per cent more of the two highest marks than to boys. They also granted boys 25.23 per cent more of the two lowest marks than to the girls.

4. Women teachers gave boys a lower average of marks, the difference being almost three-fourths of a grade point or level.

5. Women teachers were about three times more likely to "fail" a boy than a girl. Men teachers gave less of the lowest marks to both boys and girls than women teachers did, but were more likely to give these marks to boys than to girls.

6. Women teachers favored girls more than men teachers did. Women teachers exceeded men teachers by about three and one-half times in the tendency to grant more of the two highest marks to girls than to boys. Women teachers surpassed men teachers by almost two and one-half times in the tendency to grant more of the two lowest marks to boys than to girls. Women teachers exceeded men teachers by one-fourth of a grade point or level in giving girls a higher average of grades than boys.

7. The boys received from men and women teachers combined a lower average than girls by over one-half a grade point.

8. Environment, inheritance, aptitude, and actual achievement do not seem to justify the lower marks which boys as a group receive. Inequality of marking on the basis of sex for report card purposes is inconsistent with good mental hygiene and a democratic philosophy of education. In short, it isn't cricket.

9. Consistently tagging one group with lower marks on report cards is detrimental to good learning. A marking system which is more interpretive, and which would substitute pupil improvement on the basis of ability and need rather than competition, may profitably be explored.

10. A further study to determine just why teachers give girls better marks may be helpful. This study could be made by matching boys and girls and endeavoring to discover from teachers why such matched individuals received different marks. This study would, however, be quite subjective.



The Sneak Attack in Education

A recent research bulletin says, "A report to the Committee on Tenure by 749 teacher-training graduates who were still teaching five years after graduation showed that 55 of them, or 7 per cent, had been dismissed or forced out of a position once during the five years. . . . Sixty-one per cent of the teachers either were given a hearing or would have had one if they wished. A hearing was held for 16 per cent of the teachers; 45 per cent waived this opportunity, leaving 39 per cent who presumably were denied the privilege of a hearing." . . .

It may be assumed then that 60 per cent of the teachers of the country do have fair play when it comes to dismissal, and that more than half of the employing authorities use fair and orderly procedures in this phase of employment.

On the other hand, statistics seem to show that criminals have a better chance in America in some respects than about 40 per cent of the teachers. The criminal, on trial for his life, is guaranteed a just hearing by an article in the Bill of Rights. . . .

Suddenly, near the end of a school year after ten or fifteen years of service, Miss Gray is notified that she is out. That is all. There has been no notice of contemplated dismissal, no preferring of charges, no hearing. Miss Gray is stunned. . . .

So Miss Gray begins the usual, weary, futile round that inevitably follows the sneak attack: she goes in turn to her principal, the superintendent, each member of the board of education. It is useless—she meets only evasions, rebuffs, passing of the buck, and if she persists, she may hear harsh language or have a door slammed in her face. . . .

But perhaps it isn't Miss Gray, but Mr. White who is hit. Now Mr. White has a home and family. He thought he was a citizen in good standing. He has been in the community seventeen years, and his life is wrapped around many of its activities. He is never to know what was back of it. The hit-and-run drivers in the school machine will not be brought to account in most cases. Mr. White must sell his home and go away, or change his occupation, if he can, in the middle of life. It will be very hard. . . .

Typical cases in reports of the Committee on Tenure of the National Education Association:

Teacher dismissed at the end of twenty years "for the good of the service". When he did not acquiesce to the old trick of "requested resignation," he was dismissed.

Teacher refuses the attention of her superintendent and is dismissed.

Married women teachers dismissed (1942) in a school system in which tenure goes into effect for the first time. Short-sighted policy when other states are drafting married women teachers to meet the threatening shortage.

An elementary principal in a small midwestern community was dismissed after nine years of satisfactory service, and the sole reason given was "she's been here long enough".

A teacher in a northern state was discharged because she was so unwise as to buy an automobile from another dealer than a relative of a member of the board of education. . . .

In a midwestern state a superintendent and seven teachers were discharged because certain board members wanted to fill their positions with friends. . . .

The school board in a western state was found to be charging teachers ten dollars per month for their appointments. . . .

Scores of teachers dismissed in one Midwestern city in order to confiscate (expropriate) their salary advances; i.e., to reduce the salary expenditures without reducing the salary schedule. Scores of cheaper, young teachers were employed in their places. . . .

Tenure laws as now practiced in some measure in 28 states are probably the best answer to the problem. This is the teachers' Bill of Rights. . . .

The sneak attack in education must go. With or without a law, no teacher should be dismissed unless there is good and just cause established beyond doubt by fair and just means. Anything less is a denial of democracy and a negation of the four freedoms.—ELEANOR BAPTIST in *National League of Teachers' Associations Bulletin*, 1942-43 Yearbook.

TEACHING GEORGE

HOW TO READ

*A junior-high
remedial plan*

By ETHEL M. DUNCAN

IN THAT eye-opening article by Willard Beecher published in the January 1943 issue of *THE CLEARING HOUSE* ("The Truth About Remedial Reading") the author tells us that "Courage and interest are the real teachers of any child or adult". If the non-reader can be taught to read through the twin powers of stirred interest and restored self-confidence, our problem as teachers is reduced to discovering how this self-confidence may be established and how the engine of interest may be set moving.

People like to say, "Anyone with an average brain can learn to drive a car." I like to believe that any child with a normal mind can be taught to read. *Taught* to read, not tested to read!

A great deal of nonsense in the form of tests, graphs, and more tests, passes for doing something about the non-readers of

the class. But as Mr. Beecher reminds us, there really isn't a Santa Claus, and if we are concerned with cure as well as with diagnosis, we must get to work at something more creative than marking reading tests.

Very well, here is George in the seventh grade and he can't read. What shall we do? George is nasty about it all; he hates reading; he does not welcome our efforts to help him. He knows he is a gump at getting the printed word off the page. He doesn't enjoy showing off his less than third-grade skill in a seventh-grade classroom. Would you?

The cumulative effect of frequent failure has made a first-class problem out of George. He is about as approachable as a porcupine. Of course he cannot be spared all discomfort in this job that lies ahead of him, but he can be drawn into more or less willing participation in classroom reading, and he can be shown the immense satisfaction of seeing his skill in reading grow.

We are assuming that, small as his knowledge is, he nevertheless has acquired some halting recognition of words, and we will attempt to extend that recognition and to develop his self-confidence.

Mark Twain's *The Prince and the Pauper* is the literary center of interest of our seventh-grade classes. We are dramatizing some of the episodes. The prince in rags seeks aid of the boys of Christ's Hospital. With jeers and taunts they pounce upon him and drive him away. Let us invite a very capable reader to be the prince. Other good readers will play the parts of the Christ's Hospital boys. Splendid! Others want to try this episode, so again we will ask the good readers to interpret it. It takes

EDITOR'S NOTE: *The author writes, "This article presents a direct follow-up, a classroom application, of the principles so ably stated and defended by Willard Beecher in 'The Truth About Remedial Reading' in the January 1943 issue of THE CLEARING HOUSE." (Incidentally, as Mr. Beecher's article attacked the prevailing remedial reading methods, we were interested in the large number of letters from readers received by the author and the editors. Most of the letters seemed to have been written by subscribers who had read the article with a sigh of relief, and a determination to attack the problem anew.) Miss Duncan is in the English department of Girard College, Philadelphia, Pa.*

only two minutes—let's try it again with another group.

By this time the text is becoming very familiar so we will ask George to be one of the school boys as we try it a fourth time. He has a rough time of it with his line or two of dialogue but it turns out to be fun. Some other day we will try that little scene again and then we will ask George to read the meatier lines of the prince.

It won't be much fun for the teacher or the class and George will get discouraged before he is finished. But we'll ask him to try it a second time and it will begin then to sound like Mark Twain's stirring tale. There is no reason why George should not work on the passage privately and thus increase his skill. Budding interest and self-confidence begin to effect a change in this boy.

Are we wasting the time of the other pupils by much reading of one episode? I believe not. Repetitions of this scene will make the lines so familiar that there will be but a small task of memorizing left when we are ready to cast it for presentation in assembly. That is to be one of the by-products of this work in speech and remedial reading. Several such episodes blended together will give us the finest kind of assembly program, rich in literary value, surpassingly interesting to players and audience, full of opportunity for research studies in the library, and for creative art work. In short, the assembly program will have a sound classroom basis, and not the least of its classroom value will be the opportunity it provides for remedial reading.

Incidentally, one of the values of heterogeneous grouping as opposed to homogeneous classes is here demonstrated. Are the slow readers not helped by hearing the reading of the more able pupils? And can we not utilize the skill of those more able readers when we use other remedial techniques—when, for example, we set up a little reading circle in a corner of the room

and have first-rate readers acting as tutors to the others?

That the two or two-and-a-half hour period is here in operation is obvious. How, in the usual forty-five minute period, could we find time so to aid the pupils needing remedial work? And how, in the usual formal study hall, could the teacher in charge look after individual needs?

It should be borne in mind that while the teacher is engaged with special work, other members of the class are independently engaged in worthwhile activities—browsing in the classroom library, completing a piece of composition work, studying a private spelling list, sketching costumes of the Tudor period with which the prince and pauper story is concerned, memorizing a favorite poem.

Poetry, and especially that expression of it known as choral speaking, offers another means of enticing the poor readers into the pleasures of making the printed page vocal. Stephen Vincent Benét's *Thirteen Sisters* became popular with one seventh grade by way of history studies. An exciting and beautiful account of the gathering storm of civil war, this poem is especially designed for a chorus of voices.

"Thirteen sisters beside the sea," it begins.

"Have a care, my son," comes a warning note reiterated again and again throughout the poem.

Read it and ask the class to carry the warning voice; then ask a good reader to carry the theme while the class responds with the increasing cry of warning. Vary the reading in numerous ways.

Now, when it is quite familiar, invite the poor readers to do solo reading with the chorus. They will do better on the second attempt and, most important, they will be making strides in self-confidence and in appreciation of the fun of reading.

Don't fear making the poem monotonous by much repetition. It will become a part

of the shared experience of the class and a part of their repertoire of poetry. Another assembly program may evolve from such studies.

With some cases of extreme deficiency in reading more basic work must be done. Often the most flexible program in the upper school will not make such teaching practicable. A successful solution to such a problem was worked out during my fifth-grade experience when a boy went daily to visit the first-grade room. A sympathetic teacher there made it appear that he was assisting her. He was aware of his own needs and went regularly for the express purpose

of learning to read, but that he went with such pleasure is a tribute to the skill and tact of the first-grade reading teacher, I think.

Further help must be given the slow reader in the selection of material from the library. Put a book right into his hands, if necessary, an easy-to-read story that will flatter his growing skill while it holds his interest. Let him keep a careful record of books read however elementary they may be. Praise him, guide him, help him, bait him along. He may learn to read, you know. I think I may even learn to drive a car some day.



Current Comments

Observation

Give a plant its fair share of sunlight, water, food and elbow room, and it is pretty sure to do its stuff in grand style. But try to improve the economic conditions of human life on this same Earth, and you've a soft-head, a Utopian and a Reformer, if not a Crackpot.—L. H. ROBBINS in *The New York Times*.

How Not to Teach English

Following are excerpts from statements of college freshmen on their high-school English experiences, as reported by W. G. Johnson in *Illinois English Bulletin*:

"My grammar teacher never missed an opportunity to tell us what a hopeless class we were. Every day after class discussion she would tell us that we were the worst class she ever had. Our only consolation was that she told that to all her classes every year."

"I worked a few weeks writing and studying themes, but before I began to write them properly or even learned the correct form we switched to another subject."

"When we were studying Shakespeare's sonnets, the teacher asked a girl to explain the meaning of the thirty-fifth one. The girl didn't know the meaning of it any more than did the rest of the class, but she stood up and slowly read the sonnet word for word. Of course, that didn't explain the sonnet, but the teacher said, 'That was very, very, very well done.'"

Teacher's Score

Because a student gets a grade of 95 per cent in a language under the present educational system it doesn't mean that he knows that much, but simply that the teacher's score in catching him in mistakes is 5 per cent.—John Erskine, quoted by PORTER SARGENT in *War and Education*.

Open Letter to Teachers

"No, I have decided not to become a teacher, although that is what I originally planned to do." This remark was made to me recently by a college student—a fine future-teacher prospect. I pressed the point and asked why this change in attitude. The reply was that certain high-school teachers, by various demonstrations of dislike for teaching, had made this student consider teaching as an undesirable life calling.

Now it will take a lot of convincing to change this student's attitude toward teaching. The unfortunate thing is that the teachers who had influenced this pupil were in all likelihood unconscious of the damage that they were doing. It is harmful to the profession to lose desirable teaching prospects at any time, but to have this happen in national educational emergency is tragic. Never was the need for teachers, especially outstanding teachers, greater than today. The challenge of education, in the minds of many leaders, compares with the military effort in its significance to future generations.—R. H. ELIASSEN in *New York State Education*.

Translations from the

PEDAGUESE

*A handy key to a
secret language*

By H. E. DEWEY

IT MAY BE the result of Ph.D. training, or it may be the effort to make education scientific. Whatever the reason, the average reader of educational textbooks must wonder at the ponderous manner in which big-name educators sometimes express simple ideas.

Most of us have learned to think of the recitation as a form of "lesson-hearing", but what are we to think of a statement like this:

An etymological study of the word *recitation* clearly indicates the connection between the lesson-hearing procedure and the nomenclature historically associated with it.

Or this:

The writer is tempted to hazard a guess that when fact has displaced opinion on the relative merits of various methods, it will be found that the value of the method is conditioned in no small measure by the type of learning to be consummated, and by the idiosyncracies of the teacher who utilizes the method.



EDITOR'S NOTE: *We'd like you to meet our hardy adventurer, Principal Dewey, of Roosevelt High School, Emporia, Kan. Dr. Dewey has spent some time exploring the trackless headwaters of Pedagogy. In that tropical jungle country words grow 200 feet high, and no sunlight can penetrate their lush syllables. The traveler proceeds through perilous passages, dim and obscure, and is bitten by clouds of irritating educational cliches. Sometimes, hacking with his machete at the tangled phrases and clauses, the explorer can progress but a few inches a day. Herewith Dr. Dewey reports on his discoveries.*

Instead, why not say it this way:

The writer's guess is that, when fact displaces opinion, it will be found that the value of the method will depend on the type of learning to be acquired, and on the peculiarities of the teacher.

Why use a nineteen-letter word when shorter words would do just as well, as in the following example:

The contribution of the teachers college to the professionalization of the elementary teacher has been the outstanding influence in bringing recognition and development of supervision in the elementary schools.

In plain English, why not say:

The teachers college has done much to improve the work of the elementary teacher, and to get her to realize the importance of supervision and its improvement.

Conceding its truth (which is doubtful) why should the following statement take forty-three words when it might as well be expressed in twenty-four:

At the beginning of the twentieth century students who were graduated from the elementary school were subjected to fairly rigorous examinations to determine fitness for further intellectual training, but now the entire output of the eighth grade is automatically admitted to high school.

In twenty-four words the statement would read:

In 1900 elementary-school graduates had to take stiff examinations to get into the high schools, but now they are all admitted without examination.

When are cases of mental retardation not questionable, and why insult the defenseless pupil by calling him a deviate:

In questionable cases of mental retardation, perhaps even in all cases of deviate pupils, the results of the group test should be supplemented by in-

dividual tests, since a defect in reading ability rather than mental retardation may account for the low scores on a group mental test.

A shorter and simpler statement would be:

Group mental tests are not enough in the case of all retarded pupils, since the trouble may be poor reading ability rather than mental deficiency; individual tests should be used in most, if not all such cases.

Is the argument for the junior college worth fifty-eight words, or could it be cut down within the limits of a reasonable night-letter:

With the acknowledged period of secondary education extended to include two more years and our line of demarcation placed neither at the beginning nor at the termination of our present period of collegiate education, but at its mid-point instead, allocation of purpose to each unit and differentiation among them should take care of themselves with something like automaticity.

To save paper and long words for the war effort, why not put it this way:

The placement and distribution of units should become almost automatic if secondary education ended, not when the twelfth grade is completed, but at the end of the sophomore year of the present college course.

Two enemies of simpler English are the "isms" and the "ations". Compare the two statements below, which as far as the writer can see express substantially the same idea:

Second, there are those mediating activities which do not afford first-hand experience of the natural and social environment, but which, through symbolism and communication, oral and written speech, provide the wider setting, interpretation and idealization of the concrete experiences gained in the first group of activities.

The writer seems to be talking about vicarious experiences, but he might have expressed himself thus:

Certain activities are not first-hand, but are developed out of the interpretation of concrete experiences, through oral or written communication of ideals and symbols.

Here is a short enough statement, but

some of the words almost make a sentence by themselves:

The initial particularization of the general objectives of education should result in specific objectives which are sufficiently comprehensive and significant to serve as teaching goals.

Rendered into simpler English, the statement might read:

Specific objectives should be derived from general objectives and should become significant and comprehensive teaching goals.

The word "evaluation" clutters the pages of all modern textbooks in education, almost without exception. Could we eliminate it once in awhile and still say something? Try this one on your piano:

The evaluation of officials, and the compiling of a competent certified list is one of the services which will do much to improve further the tone of athletic contests, for competent officiating, based on examination and evaluation in service, is indispensable in developing proper attitudes among the players, friendly attitudes among schools, and tolerance on the part of the partisan spectators.

Now see if this doesn't come near enough to meaning the same thing:

A list of competent officials, examined in service and certificated, should help to improve athletic contests and to develop more friendly relations between schools, better attitudes among players, and tolerance on the part of the spectators.

Incidentally, how does one compile a "Competent certified list"?

To bring to a close a discussion that could go on for many pages, here are three statements translated, partly for the sake of brevity but also to root out long words with a Ph.D. flavor.

In Pedagogue:

The chief weakness in contemporary curriculum practices lies in the fact that details and processes are not sufficiently related to and incorporated in significant and meaningful pupil activities and enterprises.

In English:

The chief weakness in present curriculum practice lies in the lack of meaning or significance in

pupil enterprises as far as details and processes are concerned.

In Pedagogue:

The objectives which determine the prevailing social-studies curriculum do not to any great extent represent the objectively derived attitudes, abilities, and skills which condition effective participation in modern civic and social life.

In English:

The present curriculum in the social studies has not been derived to any great extent from modern social and civic life.

In Pedagogue:

In studying present practice, the survey workers were interested in the types of practice which have accompanied reorganization in the average school, and in the differences in organization between the reorganized school and the corresponding grades of the conventional school.

In English:

The survey workers were interested in comparing practice and management in the reorganized school with those of the conventional school.

It is true that these extracts were not taken from books which circulate in all classes of society, but even so it would seem that workers in the field of education are human, and that they would enjoy books written in ordinary English with a proper respect for simplicity of expression.

Certain words and phrases have been repeated so often in educational literature that they almost nauseate the reader, if they do not drug him into stupor. Many writers are fond of the expression "factual knowledge" (Why not just "facts" or "information"?). Others use "instructional problems" when they mean "teaching problems". Why "technique" instead of "method"? Is "prognostic" a better word than "predictive"? What is one to understand from such a vague phrase as "social-civic-moral responsibility".

An idea worthy of a reader's time generally can be stated in simple, direct English.

The Workman's Worthy of His Hire

(Roger Babson recently made the charge that teachers have lost the missionary spirit.)

By J. W. HAROLD

The other day I heard a man
Who criticized the teacher clan.
He did not like our attitudes,
And set forth many platitudes
Concerning our profound desire
To get more money for our hire.

Said he, "You must work for ideals—
For money is the root of ills.
Just teach the good life—that's the stuff,
And should for you be pay enough!
Besides," he added with a frown,
"It helps to keep the taxes down."

"The missionary spirit, friend,
Is what for you I recommend.
What matters now how low your pay?
You'll be rewarded some sweet day.
It is a privilege, indeed,
To sow on fertile soil good seed."

I'd like to put a word in, sport,
For we have kiddies to support.
Yes, we believe in sentiment—
But sentiment won't pay the rent!
The Good Book says, my worthy sire,
The workman's worthy of his hire.

EXCITING GAMES

in the English Classroom

By

A. L. HAWKINS

MAKE games out of those "dull" portions of your English classwork! Dramatize them—and watch the pupils' interest rise to a new peak! Following are two of the games that I have used with excellent results:

Get the individual attention of every pupil by giving each of them ten squares of paper, each representing ten dollars. Then each pupil would have \$100, representing a grade for the day's work of 100 per cent. Ten sentences, words, clauses, characters—whatever you happen to be studying at the time—are placed on the board by an equal number of pupils.

As the board material is discussed one unit at a time, every member of the class is required to agree with the pupil writing on the board that the material is correct or hold up his hand indicating he thinks it incorrect. If the sentence is correct, all who disagreed give up ten dollars each. If, however, the sentence is not correct all who sat mute and thus signified agreement must give up ten dollars.

EDITOR'S NOTE: *Once the elements of sport and competition enter the classroom, the pupils' ears are likely to pick up. What is this, anyway—fun out of grammar? Let Mr. Hawkins tell you. He teaches in Roswell, Ga., High School. We learned that Mr. Hawkins is a "Rotary scholar"—a term applied to students who were selected from the Southeast for free tuition at Emory University by the Georgia Rotary Clubs. These students continue as Rotary scholars after graduation, repaying their tuition by research and leadership in their communities in the Southeast.*

In this way every pupil must pay strict attention to each sentence or unit. Young people fight over handbooks and dictionaries in order to learn the lesson well and thus keep their money. At the end of class each pupil's grade, of course, is the same as the number of dollars remaining in his possession. Once given a try at it, pupils will beg you to repeat the method many times.

Dramatize your teaching.

Another good example of dramatizing English teaching is to divide the class into two teams and play "blackboard baseball". A diamond is drawn on the board. Spelling and parts of speech or other materials of the same type are then given as the material for class work. Let us use spelling for an example.

Give a word to a member of one team. If he spells it correctly the symbol for his team goes to first base. If he misses the word he has struck out. Next a word is given to a member of the opposing team. If it is spelled correctly the symbol for that team goes to first base.

Succeeding words spelled correctly cause the symbol to be advanced one base at a time until "home plate" is reached. The team obtaining the most "runs" is the winner.

Sometimes a game will go on for two or three days. In a few instances excitement was apparent throughout our whole school over the outcome of a game in one of my English classes.

These two examples of dramatizing should serve to open new vistas of thought for the teacher. A resourceful teacher can develop many of a like nature for his own use.

South Side High School's plan of **GENERAL EDUCATION**

By RALPH N. D. ATKINSON

GENERAL EDUCATION at South High School is concerned with the general or complete education of the pupils. It is not a plan which was superimposed on the school by the administrators, but the natural outcome of an organization of homerooms functioning as real *home* rooms, then broadened into the core program and finally developed into the present system.

It grew out of the experiences and mutual planning of teachers, administrators, pupils, and parents. Thus it is collaboration for the complete (general) education of individual pupils. We hope to meet more closely the ideal of having in the educational setup a real educative *home* for our young citizenry.

The patrons of South High School are of an average income level. There is a homogeneous group of children attending the school. About 80 teachers and administrators teach and guide a population of approximately 2,600 pupils.

About 50 teachers have general-education

classes. Several others would like to teach these classes but their schedules of subject-matter classes prevent their participation now. However, it is intended that all who wish to avail themselves of this teaching privilege shall, if possible, be given an opportunity.

The school has the necessary equipment for this type of teaching method. A splendid system of visual education, which a movie club helped make possible, furnishes enough movie apparatus for classrooms to show pictures illustrating the work they are studying. Equipment is available for several rooms to show pictures during the same period. Many other visual aids and a very fine and growing collection of materials for use in teaching units of general education have been obtained.

The general education groups have easy access (somewhat retarded by the rubber shortage) to industrial plants, dairies, welfare institutions, civic buildings, a water purification plant, and many other civic and private activities. To coordinate this study a group of outside business and municipal officeholders speak to the classes. Some of the pupils, with the aid of the coordinators, keep a list of speakers, annotated as to the nature of their contribution to general education.

South High School has always been a progressive school and has made a continued stride toward general education by following a logical sort of procedure which grew out of the experience of the pupils, parents, and teachers under the leadership of the principal. The homeroom was inaugurated and made a real *home* for the pupils, with a teacher-parent. At first these

EDITOR'S NOTE: *The general education plan of South Side High School involves the school's core program, which is built around the English and social-studies classes. Either an English or a social-studies class is chosen as the homeroom for each group. And the same group remains together throughout its life in the school. In this continuous community, the growth of each pupil toward a richer and more complete adult life is fostered. Mr. Atkinson was a general-education and social-studies teacher at South Side High School, Denver, Colo. He is now in the armed forces.*

homerooms were grouped according to sex for the purpose of handling the guidance of these groups, but with the introduction of the core program they were made co-educational, as were all other classes.

Mr. J. J. Cory, Assistant Superintendent of Schools in Denver, devised the plan of the three R's for South which are still a part of the pupils and teachers' philosophy. These are "Responsibility, Reasonableness, and Respect."¹ It was felt that everyone would assume *responsibility* for furthering a school life based on all things being done for a specific *reason*, with all *respecting* one another.

After the homeroom idea had been in operation for a few years Dr. Wilfred Aiken conceived the plan whereby thirty schools participated in an eight-year experiment sponsored by the Progressive Education Association. South High School was one of the schools in the eight-year study.

It was decided not to limit this plan to the few classes in the experiment but to use the entire school for its scope. The pupil-teacher-parent groups were highly in favor of making this an integral part of the homeroom program. This gave rise to the core program, which was a combination of the homeroom and the Dr. Aiken group experiment.

The core classes were built around the English and social-studies classes. The work covered a two-period program daily for two years, or four semesters. One of the classes, sometimes the English and at other times the social-studies class, acted as the homeroom for the group.

In this basic class the entire program of the individual was integrated. He was studied as an individual from the point of view of his whole growth. That is, he was thought of as an individual taking his part

in a social world dependent upon a cultural heritage and a cultural development to supplement his vocational work for a livelihood. Teachers, pupils, and parents planned together in the endeavor to fit each pupil emotionally, vocationally, religiously, socially, and economically for the task of being a better American citizen.

At this stage of the plan parent participation was further developed through letters and occasional visits. The homeroom of a core group teacher wrote a letter to parents telling them of the achievements and weaknesses of the pupil in whom they were jointly interested. The parents in turn wrote back on the letter, giving any suggestions they had to enhance this relationship and growth.

After two years of the core program the teachers and principal planned to make it schoolwide rather than confined to social studies and English. The teachers met at a summer workshop at Colorado Women's College to work out the plan for general education that had grown out of the core setup. Each teacher and administrator planned for general education in the same way that we plan units with our pupils. It was a plan of teacher-teacher-administrator cooperation for the purpose of enhancing our growing *home room* for our pupils.

Coordinators were appointed to hold the general education groups together. These coordinators were given counseling time to plan for a solidarity and understanding between the different general education groups throughout the school. It is their place to check the units being studied, speakers, trips, and films to be used, in an effort to prevent confusion and over-use of one section of the library and neglect of another section by the general education sections. Groups interested in some common project, such as vocational education, are combined for this study.

The office of the coordinators is the workshop and library of the general education sections as well. It is furnished with book

¹ Mr. John J. Cory, Assistant Superintendent of Schools, was the principal of South High School during the first part of the inauguration of this policy. Mr. Peter C. Holm, who succeeded him as principal at South, was eager to carry on this progressive policy that was under way.

shelves, tables and comfortable chairs, and filing equipment. Many teacher-pupil and teacher-teacher meetings and conferences have been held there. It is planned to continue this practice.

Since this has been a plan of normal development, as the preceding paragraphs show, teacher participation has shown a similar growth. If this system had been superimposed it more than likely would have bogged down at this place. Of course, there have been several teachers who have not wished to participate. But sooner or later most of them have grown to appreciate the work.

The assistant principal, who is responsible for teacher programs, gives every teacher an opportunity to volunteer for a general education section before program making. He then tries to give the teachers their choice of program, as nearly as it is possible, just as he gives the pupils their choice of studies. Thus, the teachers apply for general education classes and as quickly as enough new ones are inaugurated they are given to teachers according to the idea of first come first served.

General education is not patterned after any of the subject-matter fields but is rather a real *home* experience where the pupils receive full guidance. It is believed that this sort of program is so vital that it should be given one full period a day for the entire school life of the pupil, and should give him six full semester units of credit toward graduation.

In addition to general education, each beginning sophomore is asked to take one semester of diagnostic English, the purpose of which is to check with him the strengths and weaknesses he has in the use of his mother tongue. The English teacher makes suggestions of courses that will help the pupil most. He and his parents then either accept or reject these suggestions as they wish.

Other than these two requirements the

only further courses specified by the school for graduation are one semester of American history, and two semesters of physical education.

General education is not intended to be just another addition to the curriculum. As has been said, it was a natural growth of the vital concepts of guidance from the homeroom, the Aiken Plan, and the core setup to a natural combination of all of these. The purpose is to give to every pupil guidance that will help him to develop in all of the powers which would make him a better integrated personality.

The teachers, in committee meetings, developed a guide called "Hints and Helps" to help the general education teachers build units with their classes. These are merely suggestive and not a course of study. The pupils and teachers can use them as they see fit. It is, as the title suggests, a book of suggestions giving briefs of subjects which might be developed into units by the various sections of general education.

The pupils work out each unit they desire with the teacher in teacher-pupil and pupil-pupil planning. This gives them the experience of actually building their unit and seeing what it really involves. It also teaches them to cooperate with their fellows in a social situation, and to assume responsibility. One of the best ways to illustrate how this is done is shown by the statement of one of my pupils following a two-day period when they were left on their own while I was at a study conference:

"We did our work well, and I may add that those who sometimes are slow to come to order when you are here were quicker to settle down while you were gone."

This statement came from a boy who was the leader of the particular unit that was being studied on the days that I was absent. He was well pleased with the success of the group in working on their own. Several similar cases could be related to show that these pupils were actually getting the ex-

perience of assuming responsibility. They were learning by doing.

Let us notice briefly how the needs of the pupils are considered in this plan.

The first need, it seems to us, is that of orientation to a new *home*. In order to meet this need more completely we go back into the life development of the individuals we are to have. This is made possible by the records from contributing schools. The junior high schools keep a cumulative and anecdotal record for each pupil, which is sent to the senior high school. Thus we have given to us a rather complete picture of the pupil, and we can plan to orient him to a new phase of his learning procedure. With this background on the nature of our students we can best build a plan to help them.

Some of the older boys and girls from South visit the contributing junior high schools and invite the pupils to become members of South. The first day in our school they are introduced to the student-body officers, coaches, class sponsors, and school administrators.

A group of Safety Council boys then directs them to their homeroom, which is their general education section.

The first unit is an orientation unit. Each pupil is given a handbook called "Southern Customs," which depicts all the customs of good Southerners from the social and cultural points of view. It has in it the school songs and yells. It describes the clubs and tells of their sponsors. It directs the new pupils to the coach of the particular sport they are interested in. It contains the floor plan of the building and a brief explanation of the architecture.

After discussion of the handbook and a brief study of the customs the pupils make a tour of the building and see for themselves the school plant and its architecture, art work, and grounds. The general education sections then have a group meeting where the writer depicts for them the fascinating

story of the historic Christian type of architecture from which South High was designed. This is made more vivid by showing slides of the (Christian) cathedrals from which our building was designed and then showing the South High replica. Each cornice and bit of fresco has a human-relations story behind it. This picturization stimulates the pupils to a better appreciation of their new home. We keep in mind that this is only the beginning of orientation and try to study the needs of each pupil as we live together in this general enterprise.

The other needs of the students are studied and met in a similar manner, but it will suffice here to list a few of the things we consider and work on through our plan of pupil-pupil, teacher-pupil, teacher-parent cooperation. They are such things as individual guidance for the development of personality and other factors of sociability, vocational guidance, program planning, avocational planning, hobbies, and experience in civic problems through participation in student government.

Constantly, we apply the principle that the best education we can give is when the privilege of sharing the entire growing creative life of the school is vested in the pupil, teacher, advisers, and administrators.

This, in essence, is the nature of the general education plan at South High School. It should be remembered that it is a flexible plan which has grown out of our own experience. No part of it has been superimposed. No teacher is forced to take a part in teaching it unless he has the desire to do so, which most teachers at South have.

If, by chance, a pupil gets into a section where there is a personality clash that on the face of it is uncontrollable he will be transferred to another section. Otherwise all pupils remain in the section where they start, and learn to appreciate one another in an intimate social relationship.

This class is in truth the *home* room for the student while he is at South. The many

offices and projects that he is associated with will teach him through his own personal experience concepts fitting him for a richer and more complete adult life. He will pursue the type of course that can best be arranged for him considering his own individuality. He will be guided toward college preparatory work if in his case that seems to be the better plan for him to follow. Or, in other cases, he is given a start in vocational work or home-making.

The system is not perfect but is genuinely

wholesome. The pupils who were under this plan and who have attended colleges have measured well with the pupils matched against them, who followed the traditional type of training. Our seniors measured high last spring in a comprehensive subject-matter test in all fields.

General education has improved the future citizenry in our charge. We believe that this type of education and guidance will continue to be valuable in the building of the youth who attend South High School.



Why School Prizes?

Master Horner pulled out a plum. That was a bit of luck, to be sure. He then concluded that because of this event, he was justified in asserting that he was a good boy! It seems to me that this situation is precisely like that of a typical prize-receiving youngster in school or college.

Prizes are awarded largely for proficiency or superior achievement as evidenced by grades attained during a term or at examinations, or both. The recipients of such prizes are as a rule the brightest in a group. It is obvious that they did not acquire their mentality through their own effort or determination. . . Indeed, rewarding for these endowments differs but little, if at all, from the absurd institution of crowning a girl Miss Oklahoma or Miss America because she was born good-looking. . . In the case of a school prize-winner, it is clear that in securing a high grade he performs no service whatever to anyone but himself. . .

It is otherwise, however, with those who are selected for reward because of service rendered. The youngster who helps his fellows to enjoy their school life, who assists the staff or the student group, who initiates or develops worthwhile student activities—the student who does something for others and

not merely for himself, may properly be given a token of gratitude or appreciation by those who benefit from his activities. . .

What about the effect of prize-winning and prize-losing on the emotional life of the young? What about the smugness, conceit and complacency of the Jack Horners, who receive tribute for traits and abilities they did not create? And more important, what about the heartbreaks, envies, inferiorities, and frustrations, which are the lot of those who are doomed to remain forever outside the charmed circle of potential prize-winners through no fault of their own, but merely because of chance combinations of chromosomes and genes in their original make-up? . . .

A large issue may be introduced at this point. Why give prizes at all, whether for achievement or service? . . .

It is high time that schools and the public at large change their attitude towards the subject of prizes. Let us abandon artificial, extraneous, material incentives in the training of our young. They serve no useful purpose. On the contrary, they do a great deal of harm.—ALEXANDER FICHANDLER in *High Points*.

Our War Never Ends

The work of the teacher represents the continuity of good living that is more important than all the wars in history. . . .

I haven't much respect for the phrase, "The Teacher in Wartime". For a teacher, it's always wartime! The battle of the books is unending! And more militantly than ever before is the school

teacher involved in the fight if we are to be a nation of something besides welders, first-aid specialists, mechanical drawers, and electrical engineers. All these things are good, but we must be sure, good for what—and we are the group who must insist that living is more than livelihood.—LESLIE LINDON in *Colorado School Journal*.

THE EDUCATIONAL WHIRL

A department of satire and sharp comment

Contributors: EFFA E. PRESTON, JOSEPH BURTON VASCHÉ, MARCUS W. DAVIES, LEMUEL PITTS, and HARRISON BARNES.

We've been recently asked to classify all our school activities under two headings—Mental Growth and Mental Decline. Wonder which heading surveys come under and isn't it strange how the surveyors always find just what they're looking for? It may not be scientific to know in advance what you're going to prove, but it certainly makes it easier.

E. E. P.

Evil, Evil Teachers

"Money is the Root of All Evil—Even in the Teaching Profession" is the title of an article by a woman in one of the state educational journals. Let's sample part of a paragraph:

"Of course the N. E. A. is doing some good work, but why does it so vociferously advocate life tenure, pensions, and higher salaries? When I drew \$35 a month, I seemed to manage as well as I do now."

Reading further, you gather that the author is a former teacher, now married to a taxpayer!

If her advice has converted you, don't delay one single minute! Today, begin sending me at least half of your monthly salary, and I'll mail you my astounding booklet, "How to Eat Well on Hot Air, Etcetera". The chapter on "51 Salads from Lawn Clippings" alone is worth half your income. Fascinated, you will learn "37 Ways to Prepare Grasshoppers"; you will thrill to "Hunting Scraps Through Alley and Countryside", and 12 other eye-opening, heart-warming chapters.

Uproot the evil from your pocketbook—all you can spare—and rush it to me today, by air mail. And never give another thought to a raise in salary. I wouldn't like it. Because with thousands of co-operating teachers sending monthly remittances to me, I'll have to watch taxes carefully.

H. B.

EDITOR'S NOTE: Among the contributors to this department are superintendents, high-school principals and teachers. The educators whose writings appear here almost invariably have a serious point to make, but have chosen satire and humor as more effective methods of making that point. The editors of THE CLEARING HOUSE do not necessarily endorse the points of view expressed here.

Strange Ability

The ability of the average pupil to scan the daily newspaper and get the vital news is astounding.

If there is a notice placed in the second page of the Want Ads of the Sunday paper that there is to be no school on Monday, 90 per cent of the pupils will find it.

On the other hand, if there are headlines on the front page that the high school will not be closed for rationing then 90 per cent of the pupils will call the principal to find out if there will be school Monday.

L. P.

Two years ago the members of our sophomore class labored and saved a couple hundred dollars and went to Washington, D.C. They are still talking about it. They saw *Gone with the Wind*.

M. W. D.

Hints to V-Gardeners

Backyard V-farming is a must for all good schoolmen—and marms! Now, as to the fine points of the art:

1. Pick your garden spot carefully—but don't pick too much. If you're going to work it alone, about 2 x 3 feet is ideal. If the wife is going to help, expand those figures indefinitely.

2. Sneak into the janitor's closet after dark and borrow the tools of culture. Doesn't make any difference which ones you take—they'll all give you blisters.

3. To get the waist-line in shape you'll have to keep the hoe really hot. Come to think of it, better get some of the study-hall scholars to lend a hand. You've heard of Work Experience, haven't you?

4. There's one nice thing about gardening—lots of things will come to you: ants, aphids, snails, slugs, sow bugs, grasshoppers, gremlins, mosquitoes, mildew, rust, and weeds, weeds, weeds! You won't have a lonely moment!

J. B. V.

It has been proved scientifically, says a recent article in a literary—very literary—magazine, that teachers are the slowest people to learn new things—they think they know it already. Of course we're not too bright—but so few people are.

E. E. P.

SPRING FEVER *of a* PEDAGOGUE

*Let it rain, let it pour;
let it hail and thunder*

By KATHRYN H. MARTIN

THERE COMES a time in every teacher's year when she becomes a victim of a slow, creeping paralysis, which starts in her gizzard and moves insidiously outward. Her stomach sinks down somewhere or goes away entirely, and her head becomes a floating balloon.

What to do, what to do? Discouragement, what sins are committed in thy name! Gone are the good resolutions of September; life is but a stretch in the cell block, and grinds forward emptily into months that seem years.

How is it we can no longer enter the classroom with elastic bounce, and crisply pass the ammunition? How is it that we almost hate those younger faces we almost loved last fall? And most of all—why is it that the eager response has gone, and in place of it we have only dull acceptance of boring tasks?

We are no good, that's all. We are definitely a flop. We can't pay our debts; we can't keep from getting colds; we can't teach. That's the worst thing of all—we can't teach. The slough of despond is ours and we wallow in it.

Every teacher knows this awful pit and the desperate struggle to climb out of it,



EDITOR'S NOTE: Here Mrs. Martin offers a "confession story" about one of her bad days. Almost every teacher has them at one time or another. In fact, a lot goes on in a teacher's mind on matters connected with his job—and it seldom gets into print. To get back to Mrs. Martin, she teaches in Palm Springs, Cal., High School.

the days of artificial smiles interspersed by more sincere frowns and sharp remarks, the days when there is nothing to say to anyone, so the board is covered with hen tracks—professionally speaking, "busy work" to you. Teacher sits at her desk and mentally surrounds herself with a good, thick, brick wall.

"Let it rain, let it pour," she says to herself. "In fact," she growls, cussing, "let it hail and thunder and lightning, I don't care."

Teacher can't even remember the simplest things. Pupils approach the desk with a look which is a mixture of exaggerated politeness and diabolical cunning, to see if the old girl knows the answers herself. And don't think she doesn't, because she doesn't!

She looks in despair at questions resurrected from last year, and rummages feebly through the pages for the answer. Where is that danged Missouri Compromise line, anyway? Who cares where it is, she reasons abjectly.

At this point some bright pupil comes up to announce that the text is wrong, but definitely.

"Can't you see," queries the bright pupil, "that the author is practically pro-Nazi? Look at what he says here about how we got Cuba!"

Teacher coughs, a low, despairing sound, like that of burlap tearing. She stares at the point of her pencil.

"I wonder," she meditates, "whether I should tell him that this is the only American History text I've ever really read since I was in the eighth grade."

"Why, Bill," (with crackly overtones) "You will find, if you study many texts, that this author is exceptionally fair-minded." A thin, ugly film of hypocrisy settles down over her spirit. Oh, to know more! The stupid pupil in the third row fixes her with a beady eye.

"If they thought slavery was wrong, why didn't they *do* something about it?" he asks innocently.

A desk drawer is suddenly slammed as our baggy heroine thinks of something she simply must do in the office.

We're all getting pretty tired of Pollyanna educators who haven't grappled with adolescent protoplasm (or anything more exciting than a brief case) since they were dashing young blades, and who write articles and books about courses of study and how to make the eyes of the younger generation light up with "*joie de vivre*", zest for learning, and oomph in the classroom.

To all of them we say—there is no Santa Claus. We give you all the elaborate devices you've invented to regain our lost souls. We're human, and we're tired, and we want to go out and sit on the grass.

We don't want to prepare for tomorrow. Our heads won't work and we're chewing sawdust along with the pupils. We want our stomachs to come back where they belong. We'd really like to bridge the gap between ourselves and all those wiggling, noisy, rude little guys. Even if it's just a weak and swaying bridge, it's better than nothing.

The brick wall has to come down. Step carefully, old girl, take it easy. You've got to come back to life because this is your life, and you can go right on making it yours.

Let's be practical, now. In the spring it's best to go into an easy gait. You can't race all year right up to the finish line, because you're not superhuman. You alone, my good woman, do not carry the world, or even all the learning of one measly pupil,

on your own skimpy shoulders. If you teach him just a little bit of the sum total, you've done your part.

He'll forget most of what was in the book, but he won't forget you, unless you are a complete nonentity, a femal model of the Milquetoast make. He may seem rude and unreasonable, but he'll remember it if you are kind and considerate to him. That girl in the far corner may be sloppy, but she likes to have you break out in a new dress once in awhile.

They're very mixed up these days, because they don't know what's going to happen to them in this crazy world, and they like to pretend that they don't care. They're noisier and more scatterbrained than ever before—aren't we all! You'll have to let it hit you and bounce off. You're supposed to be grown-up by this time. It's like living in a zoo, and you have to enjoy the animals.

We'll have to be as gay as we can, my suffering colleagues; we'll have to stop worrying and have fun. The world may be psychotic, but it doesn't have to be that way in our classrooms, because there we have a little world of our own.

Let them gripe, let them growl, let them send memos from the office . . . let faculty fights reverberate dimly in the outer precincts, and "personality problems" rear their ugly heads before our astonished noses . . . let lipstick be our red badge of courage . . . let the next room ring the welkin with racket . . . let your mailbox be full of bills . . . let the best man you know go overseas . . . and let the war beat itself out in blood, sweat, and tears.

You can't reform the whole world . . . you can't even get Johnny Smith to bring a pencil to school. But you can make that classroom a happy place. You can teach just as well as ever—it's your room and they're all yours. I feel better already, I really do.

Come on, class!

American Literature *on the* FRONT LINE

*Reading lists for
two wartime units*

By VIRGINIA RIDER

THE HIGH-SCHOOL teacher of English who does not choose in 1943 a new set of objectives for his classes in American literature is being a slacker in the truest sense of the word. Such a teacher must awaken to the fact that peacetime teaching is not good enough for wartime teaching.

If in the past he has been content with following the organization prescribed in his textbook, whether it be according to chronology or type, he must throw aside his lethargy and become as resourceful in his work as he is in doing without tires and gas. He must no longer present groups of poems, essays, or short stories simply as examples of literary excellence. He must do more than this—he must retain the old values and at the same time find new ones.

The English department of the Laboratory High School of Marshall College, aware of the importance of instilling in boys and girls a more intelligent comprehension of the democratic ideal, has reorganized the course in American literature given to eleventh-grade pupils. "To clarify the meaning of our heritage of democracy through

American literature" is the primary objective of this course. The core material, or the material used for intensive reading by the class as a group, can be found in any good high-school text in American literature. This material is supplemented by extensive reading.

Units of work, each with a specific objective, which in turn become steps in the fulfillment of the primary objective, were carefully worked out before the course was offered. The central ideas or the specific objectives of five representative units are:

1. To help the pupils to understand and to appreciate the meaning of the democratic ideal.
2. To help them to understand and to appreciate the contributions made by immigrants and pioneers to the American ideal.
3. To acquaint them with some of the great leaders of American democracy.
4. To make them aware of the conflicting forces at work in America today.
5. To help them to obtain a broader view of the American way of life through the reading of novels.

The objectives for these units were chosen in part from "Basic Aims for English Instruction", a report of a committee of the National Council of Teachers of English published in the January 1942 issue of *The English Journal*.

A variety of material is used in these units. Nos. 1 and 2 contain several different types of literature, such as addresses, essays, poetry, and dramas. No. 3 is devoted entirely to biography; No. 4, to current magazines and newspapers; and No. 5, to novels.

The unit based on objective No. 1, as taught at Marshall High School, is entitled "The Democratic Ideal". A suggested reading list for this unit follows:

EDITOR'S NOTE: *The author calls upon high-school English teachers to rise in revolt against their courses of study, if necessary, and to do something in behalf of their country at war. That something is the development of reading units on American ideals. Miss Rider here offers reading lists for a unit on "The Democratic Ideal" and a unit on "The American Way of Life." The author is critic teacher in English at Laboratory High School, Marshall College, Huntington, W.Va.*

THE DEMOCRATIC IDEAL

1. *Addresses or Essays that Give Expression to American Ideals*

- Douglas, William O., *The Function of Democracy*
 De Crevecoeur, St. John, *What Is an American?*
 Eliot, Charles, *What Is an American?*
 Garrison, Wm. Lloyd, *New Ideas of Liberty*
 Green, William, *Labor, Freedom, and Democracy*
 Hamilton, Alexander, *Speech in Defense of the Constitution*
 Henry, Patrick, *Speech in the Virginia Convention*
 Jefferson, Thomas, *Declaration of Independence*
 Lane, Rose Wilder, *Long May Our Land Be Bright*
 Lincoln, Abraham, *Gettysburg Address; Second Inaugural Address*
 Mann, Thomas, *The Coming Victory of Democracy*
 Paine, Thomas, *Liberty of the Press*
 Roosevelt, Franklin D., *The War Message*
 Roosevelt, Theodore, *What Americanism Means*
 Thompson, Dorothy, *Thoughts after Lippmann—and Roosevelt*
 Van Dyke, Henry, *The Heritage of American Ideals*
 Washington, George, *Farewell Address*
 Wilson, Woodrow, *A Calendar of Great Americans*

2. *Poetry*

Whitman, Walt, *Selected Poems*

3. *Dramas and Radio Plays*

- Anderson, Maxwell, *High Tor; Valley Forge; The Miracle of the Danube*
 Corwin, Norman, *We Hold These Truths*
 Drinkwater, John, *Abraham Lincoln; Robert E. Lee*
 Green, Paul, *The Lost Colony*
 Hecht, Ben and MacArthur, Charles, *It's Fun to Be Free*
 Kaufman and Hart, *The American Way*
 MacLeish, Archibald, *The States Talking*
 Merrick, William, *Freedom Is a Trumpet*
 Oboler, Arch, *This Freedom: Thirteen New Radio Plays*
 Reynolds, Rachel, *Until Charlot Comes Home*
 Sherwood, Robert, *Abe Lincoln in Illinois*
 Sundgaard, Arnold, *Virginia Overture*
 Fitch, Clyde, *Nathan Hale*
 Mackaye, Percy, *Washington, the Man Who Made Us*
 Thomas, Augustus, *Copperhead*
 Wolff, Oscar, *Where But in America?*

No class or pupil reads all of this material. In any school what is read intensively by the entire group and what is used as extensive reading will be determined by several

factors: (1) the type of textbook used, (2) the resources of the library, (3) the suitability of the material to the mental development of the pupils.

In most schools the core material or the material read intensively for background and understanding will be chosen from Groups 1 and 2, as some of these selections will very likely be found in any good textbook and will therefore be available to all pupils. The amount of extensive reading required after the interest of the pupils has been stimulated by the intensive or "understanding" reading will depend upon the ability of the class and the resources of the library.

The unit based on specific objective No. 5 is entitled "The American Way of Life". A suggested reading list is given here:

THE AMERICAN WAY OF LIFE

Novels

- Aldrich, Bess Streeter, *A Lantern in Her Hand; White Bird Flying*
 Allen, Hervey, *Action at Aquila*
 Binns, Archie, *The Land Is Bright*
 Boyce, Burke, *Perilous Night*
 Boyd, James, *Drums; Marching On*
 Cannon, Le Grand, *Look to the Mountain*
 Carroll, Gladys H., *As the Earth Turns*
 Cather, Willa, *My Antonia; O Pioneers!*
 Chase, Mary Ellen, *Mary Peters; Windswept*
 Churchill, Winston, *The Crisis; The Crossing*
 Coatsworth, Elizabeth, *Here I Stay*
 Davis, W. S., *Gilman of Redford*
 Ferber, Edna, *Cimmaron; So Big*
 Field, Rachel, *Time Out of Mind*
 Fisher, Dorothy Canfield, *Seasoned Timber*
 Ford, Paul L., *Hon. Peter Stirling*
 Glasgow, Ellen, *Vein of Iron*
 Heyward, DuBose, *Peter Ashley*
 Hewes, Agnes D., *Codfish Musket*
 Hicks, Granville, *Only One Storm*
 Hobart, Alice T., *Oil for the Lamps of China; Their Own Country*
 Howells, Wm. Dean, *Rise of Silas Lapham*
 Lane, Rose Wilder, *Let the Hurricane Roar*
 Lewis, Sinclair, *Babbitt*
 Mitchell, L. W., *Hugh Wynne, Free Quaker*
 Morrow, Honore W., *We Must March*
 Page, Elizabeth, *The Tree of Liberty*
 Poole, Ernest, *The Harbor*
 Richter, Conrad, *Trees*

Roberts, Elizabeth M., *The Great Meadow*
 Rolvaag, A. E., *Giants in the Earth*; *Peder Victorious*
 Suckow, Ruth, *New Hope*
 Tarkington, Booth, *The Turmoil*
 Turnbull, Agnes Sligh, *The Day Must Dawn*
 Wharton, Edith, *The Age of Innocence*
 Wister, Owen, *The Virginian*

Novels depicting life under totalitarian governments to be used for contrast

Bottoms, Phyllis, *Mortal Storm*
 Hindus, Maurice, *To Sing with the Angels*
 Koestler, Arthur, *Darkness at Noon*
 Seghers, Anna, *The Seventh Cross*
 Steinbeck, John, *The Moon Is Down*
 Vance, Ethel, *Escape*; *Reprisal*

This unit is different from the one just discussed in two respects. It contains only one type of literature—the novel, and it is devoted entirely to extensive reading. Again the amount of reading required will depend

upon the ability of the class and the resources of the library.

Choosing timely objectives and significant material to fulfill the objectives does not insure a successful class in American literature. Stimulating democratic teaching procedures must be employed. In any unit, provision must be made for very specific and careful instruction in reading sentences, paragraphs, and entire selections. Young Americans also need to be taught how to formulate opinions and how to evaluate controversial material. As freedom of speech is synonymous with the democratic ideal, there must be opportunities for purposeful—never rambling—interchange of thought and discussion. Carefully planned activities that will increase the proficiency of each pupil in speaking, writing, and listening are also of paramount importance.



Physical Education: 90 Minutes Is Too Little

The draftee is not first asked, "How well can you read and what do you know?" but "How far can you see and how well can you walk?"

The question might well be asked, "What shall we (the schools) do about this condition?" The answer might well be, "We must survive or perish." To this end let us throw off those shackles which have held the training of our youths, physically, to a class of 90 minutes of physical education per week.

To attain this goal the subject matter of the physical-education classroom will not need to be changed materially. Let each individual know that participation in this required work is not a matter for him indifferently to decide, that his participation is not only hoped for, but compulsory, and is second to no other school requirement.

The power to enforce such a plan must come from those of high authority. It is no less a serious matter that our factories can be commandeered, or our railroads, or our tires, than that physical fitness can be commandeered to help finish the task ahead of us.

At this writing we find conspicuous weakness in the training of our youth. In high schools located in the well-to-do sections, athletic coaches complain of the lack of interest on the part of many students

in athletics due to the fact that these pupils have too easy access to the movies, cars, and social gatherings. We also find our child labor laws broken, students quitting school by the hundreds attracted by high salaried jobs. Large numbers of students who should be participating in athletics and other activities which are conducive to better health and fitness are in gainful occupations. . . .

Authorities are becoming convinced that real training cannot be expected from 90 minutes of physical education each week. Why not schedule all pupils for a minimum of 45 minutes of physical education daily? Some of our high schools are requiring 45 to 60 minutes of physical education daily and claim many encouraging results. . . .

It is rather surprising after a period of strenuous running, physical activities, and calisthenics to hear a class of pupils remark, "Why don't we do this more often?"

Opportunity is knocking. Our classes are clamoring for activity. Our results are measured in units of activity. Let's shelve the "sit on the floor and listen" sessions and permit activity and more activity and not necessarily require a strong body around a strong mind but a well conditioned body around a well trained mind.—CLIFFORD A. MORRIS in *Ohio Schools*.

SCHOOL NEWS DIGEST

Edited by THE STAFF

PROSELYTING: Principals and teachers should be busy "selling the teaching profession" to promising high-school seniors, urges the Association of Teachers College Faculties in *New York State Education*. To meet the teacher-shortage crisis, urges the Association, present to the seniors the "compensations, duties, privileges, and responsibilities" of teaching. Perhaps you will have to touch somewhat cautiously on some of these matters—but you can go to town on the duties and responsibilities.

HISTORY FURORE: The *New York Times* on April 4 created a rumpus (thereafter nursed along) about the effectiveness of U. S. history teaching in high schools. Opening gun was the *Times'* publication of the results of a *Times*-sponsored American history test given to 7,000 college freshmen in 36 institutions. The quiz was factual—a memory test. There were 22 questions, some consisting of many items. The *Times'* tabulation shows the range of right answers to questions or items to be from 1% to 75%. Only 1% of the students correctly identified the home state of Thomas Hart Benton during his political prominence as Missouri. Best response was the 75% of correct answers identifying the President of the United States during the Civil War as Abraham Lincoln.

The fat was in the fire. Educators, public figures, organizations, praised the *Times'* survey, denounced the high schools, or questioned the value of the report, criticized the nature of the questions, called the results a hoax.

Praise: Statements of the college professors and others who applauded the *Times'* survey can be summed up generally as this: "Shows an appalling condition of which we were aware. High schools aren't teaching the facts of American history." A country school trustee once said, "A teacher should git her a textbook and teach what's in it." Some who praised the *Times'* survey offered exactly that suggestion, in more elegant phrases.

Criticism:

Prof. Henry W. Holmes (Harvard): "No one would take it (such a test) seriously unless he took everything seriously. About the only concrete conclusion that can be drawn . . . is that the country's class of 1936 has a mass sense of humor. . . ." The *Harvard Crimson* asserted that many students answered the questions facetiously, that the survey was "one of the biggest hoaxes in American history".

Prof. Erling M. Hunt, editor of *Social Education*:

"The purpose of history and social-studies teaching goes far beyond the recall of facts, into understanding of our traditions, ideals, and institutions, into attachment to them, and into actual practice of good citizenship—areas neglected by the test. 'Better teaching' does not mean more drill at successive levels on such details as the *Times* has tested."

Prof. Forrest E. Long, editor of *THE CLEARING HOUSE*: "The *Times* test merely confirms that people forget most of the facts which they don't use and for which they feel no need."

A library file copy of the *New York Times*, April 4, page 32, contains the full test, the right answers, and the number and per cent of the students who answered each item correctly.

WONDERFUL IDEA: A post-war program in which the nation's 1940 educational budget would be more than doubled is recommended by the National Resources Planning Board, reports Benjamin Fine in the *New York Times*. Educational expenditures for 1940 were \$2,817,000,000. The post-war educational program recommended by the NRPB calls for an annual educational budget of \$6,100,000,000.

The nation now spends \$2,158,000,000 for pre-school, elementary-school, and high-school education, while the new program would allot \$3,000,000,000 for these levels—an increase of almost 50%. Larger per cents of increase are recommended for junior colleges, colleges, universities, professional and technical schools, adult education, student aid, and public libraries. There would also be a large jump in capital outlay for buildings.

NOMINATION: When the Governor of New Jersey recently nominated Dr. John W. Studebaker, U. S. Commissioner of Education, for the position of Commissioner of Education in New Jersey, some teachers who read the news thought this presumptuous of New Jersey. But later news stories explained that while the nation pays its Commissioner of Education only \$10,000 a year, New Jersey pays \$15,000 to its Commissioner.

CORPS: Although the High School Victory Corps program was launched in September 1942, only half the nation's high schools now have Victory Corps units, stated U. S. Commissioner of Education Studebaker before the Senate Education and Labor Committee. And the proper functioning of

(Continued on page 576)

➤ EDITORIAL ➤

New York *Times* Bites the Schools; or, Un-*Times*-ly U.S. History

ON APRIL 4 the *New York Times* published a tabulation of the results of a survey of college-freshman erudition in the field of American history. The list of questions and the percentage scores make interesting reading; the account of certain ridiculous answers is highly entertaining; and the correct answers are probably news to the great majority of American adults.

By and large, the freshmen did a ruthless job of mangling our epics, institutions, and heroes. William James turned out to be a bandit with a brother Jesse; perhaps because of an unchronicled system of rationing during the Civil War, the slaves were "emaciated" by Abraham Lincoln; and Texas, the deep-in-the-heart-of state, took proud station among the thirteen original colonies. (Hats off to the devoted publicizers of the Lone Star!)

One of the most interesting bits of information turned up by the survey is that Franklin Delano Roosevelt is one of our "assassinated" presidents. This suggests that a certain number of the families from which the freshmen came have been working assiduously for more than a decade at that very job of "assassination"—in a manner of speaking—and that these particular freshmen regard it as *fait accompli*.

The educator will mourn the fact that the survey was not set up in such a way as to reveal something of constructive value. The money and energy which the *Times* put into the enterprise needed only a little guidance at the hands of a competent research student, to make it genuinely valuable to education. There are some questions

which must be answered before we can interpret the results of the survey.

For example: Which of the survey questions are worth while asking? The name of the president who was in office during the War of 1812 seems to most of us about as important now as a nickel cigar in a commando raid. In a world full of "isms", the only one the tester could think of was "transcendentalism". And, now that homesteads are a thing of the past, who cares about the birthday of the Homestead Act?

The relative values of the bits of information called for by the test could be roughly estimated by finding out which bits are a part of the intellectual equipment of successful adult Americans. Before we set out upon a heroic job of searing a fact for all time upon the nervous systems of children, it might be well to know how probable it is that they will need that fact.

Try the test out upon a thousand successful adults—manufacturers, Congressmen, labor leaders, Rotarians, club members, and so on. Find out which questions they can answer, and which they cannot. In this way we might at least know which of these facts have proven vital enough to prompt successful persons to revive and retain them.

Again: Which type of freshman fared better in the test? The one who has studied American history? Or the one who has had "social studies", "civics", "problems of American democracy", etc.?

The public may well wonder what motives prompted the *Times* to make the survey. In days like these it is not necessary, in order to have news to print, to keep the

man biting the dog. Yet, since the results have no constructive value, they merely give comfort to the enemies of public education.

To what end do we ask a college freshman about inconsequential things which we feel sure he has forgotten?

Who is it that expects a child to go on remembering things that are of no use to him, just because he once passed a final examination?

True enough, the college freshman who cannot identify Abraham Lincoln, nor count his own debt to the Bill of Rights,

nor know the function of his Congressman, is a tragic figure and a source of embarrassment to those who have taught him. Here rises a riddle of reasons why, and of remedial ways and means—something for the professional educator to study.

The educators are the ones who should be making the studies—carefully planned studies which will point the way to correction of mistakes. How long will it be before boards of education begin to make annual appropriations for experiment and research, as big business does?

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Recently They Said:

Best Systems in Small Cities

The largest cities of the country have not been very conspicuous for leadership in educational matters. Many of them, to be sure, offer outstanding, if isolated, examples of superior curriculum and teaching practices. As a general rule, however, outstandingly good examples are offset by outstandingly bad ones; the general average is often distinctly below that found in smaller cities. We turn to the small and middle-sized cities for notable examples of modern educational practice on a system-wide scale.—WILLIAM B. FEATHERSTONE in *Teachers College Record*.

The Collector

The scholar is the flower of our acquisitive social system. His job is to acquire. His pride is in the antiques and junk that he has accumulated in the curio shop of his mind. This custom of acquiring knowledge or culture or property without regard to what use, if any, you may make of it, is characteristic of an acquisitive society.—PORTER SARGENT in *War and Education*.

Junior High Foreign Language

Concerning the purely linguistic work, the New York City Committee on Foreign Languages in the Junior High School recommends that the junior high school confine its efforts chiefly to reading enjoyable, graded materials in narrative, dramatic, and poetic form. The upper years of the senior high school and the college can teach

grammatical theory and refinements to those few superior students who have some special need for such knowledge. The notion that a foreign grammar has some magical universal disciplinary value is dead. Let's bury it.—IRVING AMDUR in *High Points*.

Rural Housing Problem

Their schools were in small towns and rural communities which are considered typically American. Available texts had very little housing in them and those texts which did contain housing were written for the wealthier ten per cent of the population of the country. One teacher was amazed to find that seventy-five per cent of her pupils had absolutely no conception of a dining room after she had shown the class a magazine illustration of one. The children came from homes where families ate from tables in the kitchen near the cookstove.—*Curriculum Journal*.

Teachers, Get Tough!

We're rooting for the teachers. We hope they organize a pressure group and give thorough publicity to their present salaries in terms of meat and bread and potatoes and a little spinach on the table. (Teachers don't eat cauliflower at 50 cents a head.) They might also toss in a little provision for giving their own children the educational opportunities they had. Come on, teachers. Get organized. And be tough.—F.G.L. in *York (Pa.) Gazette and Daily*.

BOOK REVIEWS

JOHN CARR DUFF and PHILIP W. L. COX, *Review Editors*

America in a World at War, by W. B. BROWN, M. S. STEWART, and W. E. MYER. New York: Silver Burdett Co., 1942. 322 pages, \$1.80.

It has been often said, and with much justification, that Americans have a much clearer and more dynamic conception of what they are fighting against than of what they are fighting for. *America in a World at War* should aid youths, and through them many adults, to obtain a more positive orientation, such that victory may be exploited for an America and a world most worth achieving.

The spiritual and civic America that we fend in this revolt against civilization is convincingly explained in the first five chapters. Policies and strategies of our national agencies are examined in the next four chapters, the mobilization of our human and material resources are dealt with in chapters X-XII, and the book closes with "Planning for the Post-War Period".

Effective illustrations are used throughout the

volume. Challenging questions, suggested activities, and recommended readings follow each chapter.

P. W. L. C.

The Curriculum of Democratic Education, by CHARLES C. PETERS. New York: McGraw-Hill Book Co., 1942. 367 pages, \$2.75.

Some years ago there used to be "reading circles" among teachers, and however much these old-fashioned institutions for in-service training may have been disparaged, they had their points. I hope there are still schools where all the members of the faculty in the course of one school term make an effort to read, carefully and critically, three or four good books of professional significance. For the attention of teachers and supervisors working together to improve their professional insight I should like to recommend Dr. Peters's text. It is offered as a college textbook, and the format is that of the conventional text, but there is an informal, personal

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quality about the author's presentation that will make it more readable than most texts.

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Education for social competency in a democracy must have some definite goals, and these are interestingly and ingeniously represented in the author's "blue prints", a set of rating scales by which pupils might rate themselves, or by which teachers might rate pupils or the community served by the school. (In making such judgments, the teachers must inevitably rate themselves.)

The text, as befits the work of the author, has character. It is interesting to speculate on what kind of a nation the United States would become if by some good fortune we could have several generations of teachers and administrators whose convictions and practices resembled those endorsed by Professor Peters rather than those of the traditionalists.

J. C. D.

School of the Citizen Soldier, edited by Lt. Col. ROBERT A. GRIFFIN and Lt. Col. RONALD M. SHAW. New York: D. Appleton-Century Company, 1942. 558 pages, \$2.40.

Under the leadership of Lt. Gen. Ben Lear, Commanding Officer, Second Army, U.S.A., a group of officers planned and carried out one of the first educational programs employed by the military forces to remedy the general lack of comprehension among many soldiers concerning world geography and trade, fundamentals of American history and government, and our national purposes behind the war effort. The book presented here grew out of that program.

The four parts into which the text is divided take up these areas in a manner that is scholarly and adequate, though the text and general style appear somewhat over the heads of a great many of the readers to whom the book is addressed. William G. Fletcher, of Yale, wrote the section on geography and world trade. Officers of the Second Army board prepared the section on the world

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crisis and the one on the armed forces (including descriptions not only of Army organization, but of the Navy and Marine Corps, and of the Japanese and German armies). The section on the American constitution and American history was written by Ralph H. Gabriel, of Yale.

High-school teachers of history and the other social studies will be interested to discover for themselves the emphases that have been selected in preparing this quasi-official history of our nation. To the reviewer it seems to represent the traditional political emphases, with scant attention to certain phases of our social and industrial development which are, assuredly, important in any program for improving either military or civilian morale. History teachers will be surprised, perhaps, to read (p. 314) that the balanced economy toward which the administration of President Franklin D. Roosevelt has been striving was "the application to the problems of the depression of a very old American idea," that of Alexander Hamilton, who had "introduced into American political life before the end of the eighteenth century the concept of a balanced economy."

School of the Citizen Soldier is an important book, a desirable addition to the reference collection of every high-school social-studies department.

The chapters prepared by the officers of the Second Army board are especially valuable since they offer material not readily available in other sources. The text is rather too heavy except for superior students in the upper classes in high school, but a teacher who goes through the book carefully will find many topics covered in a way that ties up social science as a school subject with the living interests of students who have already discovered that there is a war on. Boys who are a year or less from the time when they will be in uniform will read avidly the chapters on army organization, personnel, and special functions of the several branches of the service.

J. C. D.

Thirty Schools Tell Their Story; Reports by Twenty-Nine of Them. New York: Harper & Bros., 1943. 795 pages, \$4.

This substantial book is the fifth and final volume of the "Adventure in American Education" Series reporting the Eight-Year Study of the Commission on the Relation of School and College of the Progressive Education Association.

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P. W. L. C.

Finding Your Way in Life, edited by SIDNEY A. WESTON. New York: Association Press, 1942. \$1.50.

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ANNA M. JONES

Youth Goes to War, by LYLE M. SPENCER and ROBERT K. BURNS. Chicago: Science Research Associates, 1943. 218 pages, \$1.28.

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P. W. L. C.

Aeronautics Workbook, by CORNELIUS H. SIEMENS. New York: Ginn & Co., 1942. 174 pages, paper cover, \$1.

The limitations of workbooks in general are well known, but perhaps the urgent need for intensive instruction in elements of pre-flight training justifies the use of workbooks in aeronautics. This one seems especially promising. It is not intended to be self-teaching and requires the use of one or more up-to-date texts in the field. It presents basic prob-

lems in aerodynamics, meteorology, and aviation, and offers review problems in the elements of mathematics that are related to these fields. Each workbook contains as a supplement a large aeronautical study chart (25 x 38 inches) in six colors. (The chart, prepared by Lois Brown and K. V. Jackman, can be purchased separately at forty cents a copy, list.) The copy reviewed contains twelve errors of a typographical nature, all listed on an insert page in the front of the workbook; it is likely that these errors have been corrected in the text presented in later printings.

J. C. D.

Your Personality and Your Job, by PAUL W. CHIPMAN. Chicago: Science Research Associates, 1942. 56 pages.

This booklet is Occupational Monograph 31 of the "American Job Series". It is directed to any young man or woman who desires to get on in the world. It helps him to analyze his own assets and liabilities, to exploit the former and decrease or overcome the latter. Specifically it discusses appearance, winning friends, dependability, and personal growth. Provided the reader does not become too self conscious or too obvious in his effort to develop these qualities and to impress others with them, the advice should be valuable.

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SCHOOL NEWS DIGEST

(Continued from page 559)

these units is hampered by lack of funds. (Ed. Note: The tremendous contribution to the war effort of millions of high-school pupils, working within or without the Victory Corps, probably is not realized by laymen. If that contribution could be estimated conservatively in millions of dollars, even Senators might be impressed.)

HYPODERMIC: Federal aid to schools is a necessary wartime hypodermic, stated U. S. Commissioner of Education Studebaker. Occasion was a hearing on the high School Victory Corps bill before the Senate Education and Labor Committee, reports the *New York Herald Tribune*. The bill provides about \$8,500,000 for increasing and improving scientific and physical-education instruction in the high schools.

If the high schools must offer increased pre-induction mathematics, physics, and pre-flight aeronautics instruction, Federal aid is necessary, said Dr. Studebaker. Aid is needed also in expanding the high schools' physical-education programs. A representative of the Selective Service System pointed out at the hearing that one-third of the 9,500,000 men between 18 and 38 who were ex-

amined for the Army were classified as 4-F. Too large a proportion of young men who appear for examination are soft and flabby, it was stated.

SUMMER JOBS: Teachers of Maine are urged by the State's U. S. Employment Service office to register at the nearest branch for summer work, to aid the war program. This summer many teachers can take over jobs to replace men and women who are going into defense industries and armed service.

ASH GROVE: More than half the boys graduated from Ash Grove, Mo., High School in the past 10 years are now in the armed services, reports Superintendent J. N. Quarles to this department. Ash Grove has a population of little more than 1,000, but has sent more than 200 off to war. This is believed to be a per capita record for the nation. The school's service flag already has 5 gold stars.

STAY AT HOME: There will be no N. E. A. convention this summer, announces A. C. Flora, president of the National Education Association and superintendent of schools of Columbia, S. C., on behalf of the Executive Committee.

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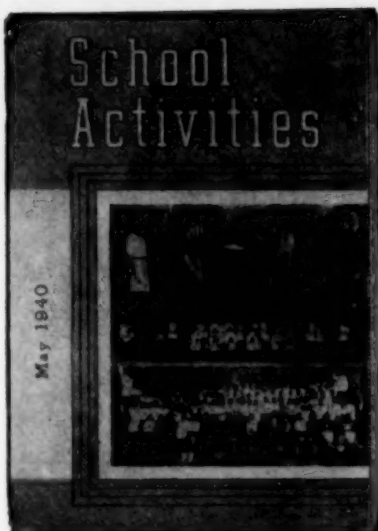
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